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ABSTRACT

A project conducted by the Council of Chief State School Officers was designed to meet the following objectives: (1) to maintain, develop, and further improve the communication system so that essential information relating to career education might be more effectively communicated between and among the states and extra-state jurisdictions and federal agencies, and national organizations; and (2) to develop and operate a delivery system that will provide professional growth opportunities and technical assistance for state directors/coordinators of career education. Several committees and task forces were organized to provide leadership and guidance in carrying out the project objectives. Dissemination activities included a newsletter, teleconferences, and special bulletins. Throughout the project liaison activities were maintained with appropriate federal agencies and national organizations. A staff development training session, "Planning to Implement Career Education," was conducted and evaluated (see CE 024 348). Only two problems were identified: (1) a delay in receiving the grant award for the project; and (2) inability (because of travel restrictions or lack of funds) of state directors/coordinators to attend some of the meetings and conferences. However, it was noted that these problems did not have a major impact on the project objectives. (Appendix E materials are available as separate documents--see Note). (BM)

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STATEWIDE LEADERSHIP IN IMPLEMENTING CAREER EDUCATION

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A Final Project Performance Report

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CE 024 346

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CAREER EDUCATION PROGRAM (13.554)

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4. Project Title: Implementing Statewide Leadership in Career Education		5. Period Covered by this Report: From: 8/20/77 to 8/19/78
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7. Project Director: Dr. David L. Jesser	8. Grantee/Assistance Contractor Institution/ Address, phone: Council of Chief State School Officers 1201 16th Street, N.W. Washington, D.C. 20036 (202) 833-7850	

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INTRODUCTION

On December 13, 1977, the "Career Education Incentive Act" of 1977 (P.L. 95-207) was signed into law by President Carter. This major legislation contained the following declarations:

> (1) a major purpose of education is to prepare every individual for a career suitable to that individual's preference,
> (2) career education should be an integral part of the Nation's educational process which serves as preparation for work,
> (3) career education holds promise of improving the quality of education and opening career opportunities for all students by relating education to their life aspirations, and
> (4) educational agencies and institutions (including agencies and institutions of elementary and secondary education, higher education, adult education, employment training and retraining, and vocational education) should make every effort to fulfill that purpose.

After declarations such as "a major purpose of education is to prepare every individual for a [suitable] career", and "career education should be an integral part of the Nation's educational process", the legislation included a statement of purpose:

> Sec. 3. In recognition of the prime importance of work in our society and in recognition of the role that the schools play in the lives of all Americans, it is the purpose of this Act to assist States and local educational agencies and institutions of postsecondary education, including collaborative arrangements with the appropriate agencies and organizations, in making education as preparation for work, and as a means of relating work values to other life roles and choices (such as family life), a major goal of all who teach and all who learn by increasing the emphasis they place on career awareness, exploration, decisionmaking, and planning, and to do so in a manner which will promote equal opportunity in making career choices

> through the elimination of bias and stereotyping in such activities, including bias and stereotyping on account of race, sex, age, economic status, or handicap.

For the Council of Chief State School Officers, the phrase, "it is the purpose of this Act to assist States..." was of prime importance. It was this aspect of the legislation (which was contained in earlier legislation that had been passed by both Houses of Congress -- H.R. 7 and S. 1329) that caused the Council of Chief State School Officers to seek funds for a project designed to provide State Coordinators of Career Education as well as the Chief State School Officers themselves with assistance in preparing to implement the concept of career education in their own states.

This, then, has been perhaps the most important thrust of the project, "State Leadership in Implementing Career Education", which became operational (for a twelve-month period) on August 20, 1977.

The report which follows is an account of activities, accomplishments, and problems of the project, "State Leadership in Implementing Career Education".

MAJOR ACTIVITIES

This report of activities engaged in during the period covered is intended to reflect the interest in, commitment to, and overall support of career education by Chief State School Officers, State Coordinators of Career Education, and other concerned citizens.

The activities reported occurred during a twelve-month period. But it would be totally inaccurate to assume or infer that these activities occurred in the absence of any prior activity.

For the Council of Chief State School Officers, the project reported on in these pages was the fifth in a series of career education projects. And in this series, each project (with the exception of the first) has been predicated on activities, accomplishments, and problems of the preceding project. So in this context, it is really impossible to divorce or somehow isolate the activities of a given year (or project) from those of others.

The point made in the above paragraph can be more clearly seen when a chronological listing is made of the major events and/or accomplishments which occurred over a long-term period:

YEAR	EVENT AND/OR ACCOMPLISHMENT
1972	Adoption by CCSSO of Resolution supporting concept of career education.
1973	Sponsored project, "Career Education in the Public Schools: Mission, Goals, and Methods" (OEG-73-1969).
1973	Adoption by CCSSO of continuing resolution in support of career education.
1973	Publication of first report dealing with career education at the state level, Career Education: Alive and Well?

YEAR	EVENT AND/OR ACCOMPLISHMENT
1974	First national conference (CCSSO) for state directors/ coordinators of career education, Dallas, Texas: "The Several Dimensions of Career Education".
1974	Publication of first major report: Career Education: An Educational Priority for the Seventies. (Republished by Olympus Publishing Company as Career Education: A Priority of the Chief State School Officers (1976).
1974	Sponsored project, "The Status and Progress of Career Education", (OEG-74-3537).
1975	Second national conference (CCSSO) for state directors, coordinators of career education, Denver: "State Leadership in Career Education".
1975	Published conference report, State Leadership in Career Education.
1975	Published second major report, The Status and Progress of Career Education.
1975	Sponsored project, "Strengthening State Leadership in Career Education" (G007502289).
1975	Published special report, Career Education: A Professional Intro-spection (Prepared by Ms. Nancy Pinson).
1975	Third national conference (CCSSO) for state directors/ coordinators of career education, St. Petersburg: "Planning for Career Education".
1975	Developed and conducted "needs assessment" relating to competencies needed by state directors/coordinators of career education.
1975	Prepared, adopted, and distributed "A Position Statement on Career Education".
1976	Fourth national conference (CCSSO) for state directors/ coordinators of career education, Phoenix, Arizona: "Implementing Career Education".
1976	Sponsored project, "Maintaining State Leadership in Career Education".
1976	Published special report, Needs Assessment and Career Education. An Approach for States (McCaslin and Lave).

YEAR	EVENT AND/OR ACCOMPLISHMENT
1977	Provided staff development ("Understanding the Legislative Process") activity for state directors/coordinators (San Francisco; January).
1977	Published special report, Planning and Change.
1977	Provided staff development activity ("Planning to Implement Career Education": Columbus, Ohio, May).
1977	Sponsored project, "State Leadership in Implementing Career Education".
1978	Published special report, Identification and Utilization of Resources.
1978	Published special report, Managing and Evaluating Career Education (McCaslin and Adams).
1978	Sponsored staff development activity, "Planning to Implement Career Education" (Windsor Locks, Connecticut, April).
1978	Sponsored conference ("Future Directions") for State Coordinators: Point Clear, Alabama, June).

With the preceding in mind, the Council of Chief State School Officers, building on past efforts and accomplishments, proposed to maintain, improve, and otherwise strengthen the communications network that has been created for state directors/coordinators of career education and Chief State School Officers, and at the same time facilitate the development of a delivery system that will provide for needed technical assistance and in-service programs identified as being needed in order to facilitate implementation of the career education concept.

Implicit in the above were two basic objectives:

1. To maintain, develop, and further improve the communication system that has been created in order that essential information relating to career educa-

tion might be more effectively communicated between and among the states and extra-state jurisdictions and federal agencies, and national organizations; and

2. To develop and operate a delivery system that will provide professional growth opportunities and technical assistance for state directors/coordinators of career education.

Attainment of the basic project objectives, in the thinking of the Council, would result in (at least) the following:

- The information base of state coordinators of career education would be improved and strengthened;
- State coordinators of career education would be better prepared to function in leadership roles; and
- Broadscale implementation of the career education concept in the several states and extra-state jurisdictions would be facilitated.

As noted in the proposal for this project, certain activities would have to be carried out before the objectives could be met and the anticipated results obtained. In brief form, these activities included work with the CCSSO Committee on Career Education, the Communications Task Force of the project, a Technical Assistance Task Force, State Coordinators of Career Education, Chief State School Officers, Office of Career Education personnel, and other concerned citizens. These are described in the ensuing paragraphs.

Activities of the CCSSO Committee on Career Education

The Council of Chief State School Officers has established a series of "special committees" that function in relation to the Council-sponsored "special projects". The CCSSO Committee on Career Education is one of those committees.

The CCSSO Committee on Career Education serves in several

important ways: It serves as a guidance and/or steering group for the career education project, and has therefore an over-riding interest in the project -- its origins, its purposes, its activities, and its results. As a consequence, the project director has to assume responsibility for keeping the Committee fully informed. This has been accomplished through the use of special correspondence, News & Notes, and specially prepared reports. (See Appendix A)

Guidance and/or the steering group functions of the Committee are (and have been) carried out primarily through the meetings that are held periodically throughout the year.

Because of the manner in which the Council is organized, there have been two different committees in the period covered by this report. The first of these, which served until November, 1977, was composed of the following:

Marlin L. Brockette, Texas, Chairperson
W.E. Campbell, Virginia
A.W. Ford, Arkansas
Calvin M. Frazier, Colorado
John R. Gamble, Nevada
James B. Graham, Kentucky
Wayne Teague, Alabama
Robert A. Withey, Vermont

The second committee, which was appointed in November, 1977, is composed of the following CSSO's:

James B. Graham, Kentucky, Chairperson
W.E. Campbell, Virginia
Elaine Cadigan, Guam
A.W. Ford, Arkansas
Georgia Rice, Montana
Wayne Teague, Alabama
Robert A. Withey, Vermont

The two committees, during the period covered by this report, have met on four separate occasions:

November, 1977, Chicago

March, 1978, Washington, D.C.

May, 1978, Washington, D.C.

July, 1978, South Padre Island, Texas

As has been noted, special reports are prepared to keep Committee members informed (Appendix A). This enables the Committee to provide the guidance that has been mentioned. A second major function of the Committee, however, is related to providing Council membership with information about the project, about Career Education, about proposed legislation, etc. A representative report from the Committee to Council membership is contained in Appendix B.

As the materials in Appendices A and B indicate, the communications system with the Committee, and through it with the Council, have provided Chief State School Officers with essential information. Because of this, state leadership and support have both been maintained. Without communication of the type described, together with continued involvement, it is doubtful that the chiefs -- both individually and collectively -- would have been so strongly supportive. And without their support, state leadership would likely be less than effective.

Activities of the Communications Task Force (CTF)

Consistent with the first of the two stated project objectives, a six-member Communications Task Force (CTF) was organized and was active during the period covered by this report.

Because of a change in assignments, it was necessary to operate with a five-person Committee. The five members were:

Walter Faulkner, VT
Margaret Ferqueron, FL
Jack Ford, OH
E.R. Mackey, AR
Donna K. Martin, IL

The Communications Task Force met in formal session in Los Angeles on November 3-4, 1977, and made several recommendations concerning the communications network. One such recommendation had to do with a "restructuring" of the telephone "fan-out" system, and including eight groups of states (instead of the six states in the original "fan-out" network).

During the meeting other concerns, including several relating to communications with and from the Office of Career Education, surfaced. As a result, one Task Force member, Mrs. Donna Martin, was asked to prepare and deliver a report of these concerns to the CCSSO Committee on Career Education during the annual CCSSO meeting in Chicago.

The CTF recommendations, in brief form, included the following:

- The Council maintain its posture of active support for career education efforts;
- The Council submit a proposal for another year's career education project, and that such a proposal should be in the "communications" category;
- The Committee (either present or new one) meet with Ken Hoyt, OCE Director, to comment on and seek solutions to problems faced by state coordinators;

- The Committee approve the make-up of the two existing task forces, and approve the make-up of the new task force.

During the project, however, it has been possible for the CTF to provide the project with considerable guidance as it related to communication and leadership. In this role, the CTF has provided valuable assistance with regard to the newsletter, to teleconferences, to special bulletins, and to disseminating information rapidly.

Career Education News & Notes

In another activity designed to "maintain effective state leadership", the project has prepared and distributed a newsletter titled "Career Education New & Notes." (See Appendix A for a representative set.) It has not been distributed on a regular basis, but instead has been sent to Chiefs and Coordinators on an "as needed" basis.

In the interest of conserving postage monies, inserts or additional materials have been only mentioned in the newsletter, and have been included only in the Coordinators' mailings.

During the project year, copies of News & Notes have contained information about:

- Legislation
- Special Announcements (Federal Register; Congressional Record)
- Council Activities
- Publications and Articles of Interest

- Meetings
- State Directors
- OCE Activities

Further mention of News & Notes is to be found in the section of this report that deals with Evaluations. From all indications, however, it should be noted that this effort has contributed significantly to the development and maintenance of state leadership in Career Education, and that it has indeed been an effective communications device.

Special Memoranda and Bulletins

Another project effort, related to state leadership in preparing to implement career education, has been the preparation and issuance, to both State Coordinators and Chief State School Officers, of special memoranda and bulletins.

During the project year, most of the "special" bulletins dealt with legislation, including P.L. 95-207, CETA, YEDPA, and the like.

With regard to legislative matters, it should be noted that, in cooperation with the legislative arm of CCSSO, the project has worked on official position statements about Career Education legislation and comparative information.

Still another aspect of the use of special memoranda is found in the "Feedback" form that has been utilized to obtain special items of information. (Examples of "Feedback" forms are to be found in Appendix A, along with certain issues of News & Notes.)

Telephone "Fan-out" and Conference Calls

Throughout the period covered by this report, considerable use has been made of an activity that has been termed the telephone "Fan-out". This method of communication entails the calling, by the project director, of the eight coordinators who comprise the "Fan-out Network". Each of these then contact state directors in their own particular region and give them the message. This mode of communication has served to keep State Coordinators informed about very current developments, and as such, has been used for rather special purposes. It has contributed significantly to accomplishment of both project objectives, but has contributed uniquely to accomplishment of Objective 2, which deals with opportunities for staff development.

Liaison with Federal Agencies and National Organizations

Consistent with the project proposal, the project director has met regularly throughout the project with the Director of the Office of Career Education and various members of the OCE staff. Such meetings have made it possible for concerns of State Coordinators to be communicated directly to the federal and vice versa.

Meetings have been held with Dr. Kenneth Hoyt, Dr. Sidney High, Ms. Grace Watson, and Mr. Prentice Echols during the report period, and these have provided both the agency and the project with the opportunity to discuss progress, lack of progress, and/or problems. In this context, the meetings of this nature have been of considerable help in attainment of the basic purposes of the project.

In terms of liaison activities, mention should certainly be

made of the close (and effective) relationship between the project, the CCSSO Committee on Career Education, and State Coordinators with the legislative arm of the Council, as well as with Congressional Committees. As has been noted, Council statements and summaries have been developed in concert with the legislative portion of the Council. Considerable credit for this must go to Dr. John Adams and Mrs. Elizabeth Wexler of the Council staff.

Staff Development Activities

The several activities already noted have contributed to attainment of both project objectives. They have, however, been more directed to the objective dealing with communication. In addition to the activities already noted, however, there are several that relate rather specifically to staff development. As such, these (described in the following paragraphs) have contributed to accomplishment of the second overall objective.

The Staff Development Task Force, which has served in an advisory capacity, met in Los Angeles on November 3-4, 1977. Members in attendance at this meeting were: Saul Dulberg, Chairman; Anita Barber; Paul Peters; Phyllis Paul; and Walter Rambo.

At the November meeting, the Task Force was requested to provide assistance in planning suitable staff development activities for state coordinators for the project period. Subsequently, and based on information provided by the Coordinators, the Task Force recommended that a Staff Development Training Session be scheduled for late March or early April (1978), and that management (program, project, budget, etc.) be given first priority as a topic.

With the recommendations of the Task Force in mind, a Training Session on "Planning to Implement Career Education" was held at Windsor Locks, Connecticut on April 6-7, 1978. (A copy of the Training Session program may be found on pages 15 and 16.)

Participants in the Training Session were given background materials that had been prepared by the project director (Jesser) and by consultants from the National Center for Vocational Education (McCaslin and Adams). The former, Identifying and Utilizing Resources for Implementation of Career Education, was intended to acquaint (or alert) State Coordinators with the almost limitless number and kinds of resources which could and should be brought to bear in implementing career education on a broad scale.

The latter document (McCaslin and Adams) was intended to acquaint (or re-acquaint) State Coordinators with techniques of management and evaluation. Titled Managing and Evaluating Career Education, the paper dealt with management and its several functions, and with several dimensions of evaluation.

(Note: Both documents are included in Appendix B.)

The Windsor Locks Training Session was evaluated in several ways, and these are discussed in some detail in the section of this report that deals with evaluation. At this point, however, mention should be made of a special process evaluation of the work conference that was done by Mrs. Margaret Taylor of the Maryland State Department of Education.

The complete report by Taylor is included as a part of Appendix B. However, two portions seem appropriate to mention here: the Index, and the Summary. The Index, as presented on pages 17 and 18,

CONSULTANTS FOR THE WORK CONFERENCE ARE ....

- Kay Adams, Planning Specialist
  National Center for Vocational Education
  Columbus, Ohio

- William Cook, Management Specialist
  Chairperson, Alabama State Advisory Council for
  Career Education, Montgomery, Alabama

- N. L. McCaslin, Research Specialist
  The National Center for Vocational Education
  Columbus, Ohio

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PLANNING TO IMPLEMENT CAREER EDUCATION

A Work Conference For State
Coordinators of Career Education
and
State Planning Project Directors

Howard Johnson's
Windsor Locks, Connecticut

Conference Center
April 6-7, 1978

APRIL 5

5:00 - 6:00 pm	REGISTRATION	

APRIL 6

8:30 - 9:00 am		
	Welcoming Remarks/Purposes of Conference	Saul Dulberg
	Introduction of Guests/Overview of Conference	David Jesser
9:00 - 12:00 noon		
	Introductory Remarks	Anita Barber
	"Managing A State Plan" Session 1: Why Management? Session 2: What is Management? Session 3: How To Use Management?	Bill Cook
12:00 - 1:30 pm	LUNCH	OPEN
1:45 - 4:30 pm		
	"Applying Management Principles To State Plans" (Workshop Activity: Review of Efforts by Consultants)	
7:00 pm	DINNER	Conference Center
	"Collaborative Efforts" A Panel Discussion	

APRIL 7

9:00 - 10:00 am	Resource Identification -- A Case Study	Janelle Kirby
10:00 - 11:00 am	Resource Utilization	Kay Adams
11:00 - 12:00 noon	Resource Management	N. L. McCaslin
12:00 - 1:30 pm	LUNCH	OPEN
1:45 - 2:30 pm	Resource Allocation Implications of PL 95-207	David Jesser
2:30 - 4:30 pm	Conference Wrap-up What Next?	All Consultants

THE WORK CONFERENCE ....

- is one of several scheduled activities of the project, "State Leadership in Implementing Career Education," which is funded by the U.S. Office of Education, Office of Career Education, and administered by the Council of Chief State School Officers;
- is designed especially for State Coordinators of Career Education and State Plan Project Directors;
- is endorsed by the Committee on Career Education of the Council of Chief State School Officers.

Index of Interactive and Participatory Behaviors

Session Title _____

HOW TO USE THE INDEX

The Index was designed to focus upon a single session of the inservice program to determine the quality of presentations, interaction and participation during that session. The organization of the Index follows normal session flow with observations and recordings to be made by raters at two points during the session.

I. Session Initiation

The first set of observations and recording of ratings should be made at the beginning (during the first fifteen minutes) of the session. The observations and ratings to be made at this time deal with the structuring of the session, initial group interaction and the success of initial procedures in producing a working climate.

II. Session Termination

The second set of observations and ratings are to be recorded at the conclusions of the session. The observations and ratings recorded at this time focus on whether presentations and discussions were supportive of the session objective(s), whether a purposeful working climate was maintained and assessing the quality of leader/group interaction. It is recognized that initial or structuring sessions may not require use of participant activities. When participant activities are not included in the session, the rater is asked to state whether the absence of participant activities was appropriate or inappropriate.

I. Session Initiation

At the beginning of the session, make and record these observations; SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

	SD	D	N	A	SA
1. The objectives were clearly stated.	☐	☐	☐	☐	☐
2. The objectives were clearly relevant to participant interest and experience.	☐	☐	☐	☐	☐
3. The director was open to interaction rather than sarcastic or defensive.	☐	☐	☐	☐	☐
4. The session format promoted productive purposeful behavior.	☐	☐	☐	☐	☐

II. Session Termination

At the end of the session, make and record these observations: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

		SD	D	N	A	SA
1.	The speakers/discussion leaders exhibited a variety of presentation and discussion styles.	☐	☐	☐	☐	☐
2.	The speakers/discussion leaders stated open-ended problems and asked questions promoting interaction.	☐	☐	☐	☐	☐
3.	Presentations and materials supported the session's objectives.	☐	☐	☐	☐	☐
4.	Participants were very attentive during the session.	☐	☐	☐	☐	☐
5.	Participants responded eagerly to questions and made voluntary contributions to the discussions.	☐	☐	☐	☐	☐
6.	Participants showed inter-communication by agreement with contributions of other participants or by request for clarification.	☐	☐	☐	☐	☐
7.	Individual and/or group participation was highly motivating and supported the session objectives.	☐	☐	☐	☐	☐
8.	The director moved among the participants offering assistance.	☐	☐	☐	☐	☐
9.	Cooperation was shown by participants.	☐	☐	☐	☐	☐
10.	The objective(s) were accomplished.	☐	☐	☐	☐	☐

COMMENTS:

will provide some insight into the way in which evaluative data were gathered. The Summary, as contained in the paragraphs below, reflects the evaluative data.

Summary of Work Conference
Windsor Locks, Connecticut
April 6-7, 1978

The conference was a worthwhile experience for the majority of those in attendance. The host, Dr. Dulberg, and the conference director, Dr. Jesser, were well attuned to the needs of the participants, and showed flexibility and sensitivity in adapting the conference schedule to those needs. The participants who were selected to respond to the Index of Interactive and Participatory Behaviors were most helpful in providing the process observer with perceptive comments in addition to the check list items on the Index. One of these comments sums up quite well some of the problems encountered in the presentations and the interest levels of the participants during the second day of the conference: "(It is) Difficult to take 30 to 50 different organizations and try to apply what was presented -- we tend to ignore the 'political' aspects of education."

Informal conversations with various participants during the two days tended to reinforce this observation, and also to identify another, very important, factor. That factor is the matter of timing, and could account for some of the low interest levels exhibited at times by the participants. Several of the participants expressed the view that while much

of the content presented was very good, it would have been much more useful and helpful had it been available earlier in the process of developing five-year state plans for Career Education - most of the plans are complete at this point in time. The benefit which may be derived from the conference may very well come from the management aspects presented, rather than the planning concepts and techniques which were so heavily stressed on the first day.

Dr. Jesser's objectives, as stated at the beginning of the conference, were well attained, particularly the one quoted on page six of this report (i.e., "(to) create the atmosphere of the power and strength that exists in this group"). In the opinion of the process observer, it would be very difficult for anyone to come away from the conference without being aware of "the power and strength that exists in this group". The implementation and future of Career Education are entrusted to an extremely capable and dedicated group of individuals working together toward a common goal.

Conference participants are listed on pages 21-23.

During the Connecticut Work Conference, participants were asked to list their foremost concerns relating to broad-scale implementation of career education. A brief examination of the latter indicates the following:

PLANNING TO IMPLEMENT CAREER EDUCATION

Work Conference April 6-7, 1978

Howard Johnson's Conference Center
Windsor Locks, Connecticut

ATTENDEES

Adams, Kay	The Ohio State University Center for Vocational Education 1960 Kenny Road Columbus, OH 43210
Beck, Donald	c/o State Coordinator of Career Ed. New York State Department of Education Albany, NY 12234
Bennewitz, Paul	State Coordinator Career Education 1535 W. Jefferson Phoenix, AZ 85007
Brovelli, Charles	State Coordinator of Career Education Massachusetts Dept. of Education 31 St. James Avenue Boston, MA 02116
Cook, Dr. William	Colonial Management Association P.O. Box 2571 Montgomery, AL 36105
Diggs, Kathryn	State Coordinator Career Education State Dept. of Education 400 State House Annex Concord, NH 03301
Dulberg, Dr. Saul H.	State Coordinator Career Education State Department of Education State Office Bldg., Room 360 Hartford, CT 06115
Ethridge, Bessie	Director, Career Education Unit Public Schools of D.C. 415 12th Street, N.W., Room 902 Washington, D.C. 20004

Faulkner, Walter	State Coordinator Career Education State Office Bldg. Montpelier, VT 05602
Ferqueron, Dr. Margaret	State Coordinator Career Education Department of Education Knott Building, Room 254 Tallahassee, FL 32304
Garvey, Jenne	State Coordinator Career Education 301 Centennial Mass S., 6th Floor Lincoln, NB 68509
Hodge, Norma	Career Education Specialist P.O. Box 771 Jackson, MS 39205
Jensen, Lynn	State Coordinator Career Education State Board of Education 250 East 500 South Salt Lake City, UT 84111
Jesser, Dr. David	Director, Career Education Project Council of Chief State School Officers 1201 16th Street, N.W. Washington, D.C. 20009
Kane, Mary	Career Education U.S. Office of Education 400 Maryland Ave., S.W. Washington, D.C. 20202
Kirby, Jannelle	State Coordinator Career Education Oklahoma State Dept. of Education 2500 North Lincoln Oklahoma City, OK 73105
Lewis, Leila	State Coordinator Career Education Len B. Jordan Office Bldg. Boise, ID 83720
Martin, Donna	State Coordinator Career Education Illinois Office of Education 100 N. First Street Springfield, IL 62777
Massey, David	State Coordinator Career Education State Dept. of Public Instruction State Capitol Bldg. Bismarck, ND 58505

McCaslin, Dr. N.L.	The Ohio State University Center for Vocational Education 1960 Kenny Road Columbus, OH 43210
Metalious, George	Career Education Specialist State Office Building Montpelier, VT 05602
Meyer, Robert	State Coordinator for Career Education Wisconsin Dept. of Public Instruction 126 Langdon Street Madison, WI 53702
Miller, Cary	Career Education Specialist Department of Education 1920 Capitol Plaza Tower Frankfort, KY 40601
Peters, Paul N.	State Coordinator for Career Education 721 Capitol Mall Sacramento, CA 95814
Smith, Caroline	State Career Education Planner State Department of Education State Office Building, Rm. 360 Hartford, CT 06115
Tartaglione, Arthur	State Coordinator Career Education Roger Wms. Bldg., Rm. 220 Hayes Street Providence, RI 02908
Taylor, Margaret	Curriculum Specialist State Dept. of Education Box 8717 - BWI Airport Baltimore, MD 21240
Thompson, Stephen	Career Education Specialist Dept. of Education and Cultural Services Augusta, ME 04333
Torres, Zoraida	State Coordinator Career Education Department of Public Instruction Hato Rey, Puerto Rico
Watson, Grace	Career Education U.S. Office of Education 400 Maryland Ave., S.W. Washington, D.C. 20202

IDENTIFIED MAJOR AND SECONDARY PROBLEMS RELATING TO IMPLEMENTATION OF CAREER EDUCATION

Major Problem:

Lack of state/Federal funds

Secondary Problems;

Not enough time

Communication

Legislative Commitment

State Department support

Awareness/understanding

Resistance to change

Crisis management

Legislative concept: ease of change

Apathy

Understanding the kids' point of view

Uniformity of goals/objectives

Staffing

Evaluation

PROJECT PARTICIPANTS

Active participants in this project were the 57 State Coordinators of Career Education. As in previous years, there were changes made in some states during the project period. A complete listing is made in the charts on pages 26 to 28 in the 1977-78 column. (For purposes of showing both continuity and discontinuity over the long haul, a comparative listing, re-

flecting state contace people over the past five years, is included in the same pages.)

Secondary, but most important, participants, were the Chief State School Officers. Again, while recognizing the existence of some changes, a fairly current listing would be:

AL: Hon. Wayne Teague
AK: Hon. Marshall Lind
AZ: Hon. Carolyn Warner
AR: Hon. A.W. Ford
CA: Hon. Wilson Riles
CO: Hon. Calvin Frazier
CT: Hon. Mark Shedd
DE: Hon. Kenneth Madden
FL: Hon. Ralph Turlington
GA: Hon. Charles McDaniel
HA: Hon. Charles Clark
ID: Hon. Roy Truby
IL: Hon. Joseph Cronin
IN: Hon. Harold Negley
IA: Hon. Robert Benton
KS: Hon. Merle Bolton
KY: Hon. James Graham
LA: Hon. J. Kelly Nix
ME: Hon. H. Sawin Millett
MD: Hon. David Hornbeck
MA: Hon. Gregory Anrig
MI: Hon. John Porter
MN: Hon. Howard Casmey
MS: Hon. Charles Holladay
MO: Hon. Arthur Mallory
MT: Hon. Georgia Rice
NE: Hon. Anne Campbell
NV: Hon. Ralph Disibio
NH: Hon. Robert Brunelle
NJ: Hon. Fred G. Burke
NM: Hon. Leonard DeLayo
NY: Hon. Gordon Ambach
NC: Hon. A. Craig Phillips
ND: Hon. Howard Snortland
OH: Hon. Frank Walter
OK: Hon. Leslie Fisher
OR: Hon. Verne Duncan
PA: Hon. Caryl Kline
RI: Hon. Thomas Schmidt
SC: Hon. Cyril Busbee
SD: Hon. Thomas Todd
TN: Hon. Sam Ingram
TX: Hon. Marlin Brockette
UT: Hon. Walter Talbot
VT: Hon. Robert Withey
VA: Hon. W.E. Campbell
WA: Hon. Frank Brouillet
WV: Hon. Daniel Taylor
WI: Hon. Barbara Thompson
WY: Hon. Robert Schrader

Extra-State Jurisdictions

AM. SAMOA: Hon. Mere Betham
CANAL ZONE: Hon. David Speir
GUAM: Hon. Elaine Cadigan
PUERTO RICO: Hon. Carlos Chardon
TRUST TERR. OF THE PACIFIC IS.: Hon. David Ramarui
VIRGIN IS.: Hon. Gwendolyn Kean
NORTHERN MARIANA IS.: Hon. Isaac M. Calvo

State Directors/Coordinators and/or Contact Persons
1973 - 1978

	1973-74	1974-75	1975-76	1976-77	1977-78
AL	Anita Barber	Anita Barber	Anita Barber	Anita Barber	Anita Barber
AK	Richard Spaziani	Richard Spaziani	Richard Spaziani	Gary Fuller	Gary Fuller
AZ	Paul Bennewitz	Paul Bennewitz	Paul Bennewitz	Paul Bennewitz	Paul Bennewitz
AR	Emil Mackey	Emil Mackey	Emil Mackey	Emil Mackey	Emil Mackey
CA	Paul Peters	Paul Peters	Paul Peters	Paul Peters	Paul Peters
CO	Jeanne Werschke	Jeanne Werschke	Jeanne Werschke	Jeanne Werschke	*Jeanne Werschke* *Douglas Johnson*
CT	Saul Dulberg	Saul Dulberg	Saul Dulberg	Saul Dulberg	Saul Dulberg
DE	--	--	Randall Broyles	Randall Broyles	Randall Broyles
FL	*Ken Eaddy* *Margaret Ferqueron*	Margaret Ferqueron	Margaret Ferqueron	Margaret Ferqueron	Margaret Ferqueron
GA	Gene Bottoms	Gene Bottoms	Gene Bottoms	Gene Bottoms	Ray Bouchillon
HA	--	Emiko Kudo	Emiko Kudo	Emiko Kudo	Emiko Kudo
ID	--	--	Robert Haakenson	Leila Lewis	Leila Lewis
IL	--	Carol Reisinger	*Carol Reisinger* *Donna Martin*	Donna Martin	Donna Martin
IN	--	Elizabeth Wampler	*Elizabeth Wampler* *Alex Brown*	Nancy Harris	*Nancy Harris* *Kim Powers*
IA	William Schuerman	William Schuerman	William Schuerman	William Schuerman	William Schuerman
KS	W.E. Rumbaugh	W.E. Rumbaugh	Hazel Rockhold	Wilbur Rawson	Wilbur Rawson
KY	--	--	Ross Henderson	Dorothy Alexander	Dorothy Alexander
LA	--	--	Joseph Williams	Joseph Williams	Joseph Williams
ME	Marion Bagley	Marion Bagley	Marion Bagley	Marion Bagley	*Marion Bagley* *Steve Thompson*
MD	Niel Carey	Niel Carey	Niel Carey	Niel Carey	Niel Carey

State Directors/Coordinators and/or Contact Persons
1973 - 1978

	1973-74	1974-75	1975-76	1976-77	1977-78
MA	J. Leslie Firth	J. Leslie Firth	J. Leslie Firth	Charles Brovelli	Charles Brovelli
MI	William Weisgerber	William Weisgerber	William Weisgerber	Robert Weishan	Robert Weishan
MN	Jules Kurland	Leonard Kodet	Leonard Kodet	Phyllis Paul	Phyllis Paul
MS	J.H. McMinn	J.H. McMinn	J.H. McMinn	James Hancock	James Hancock
MO	Charles Foster	Charles Foster	*Charles Foster* *Marion Starr*	Marion Starr	Marion Starr
MT	Del Gustin	Del Gustin	Neal Christensen	Patrick Feeley	Patrick Feeley
NE	Larry Westrum	larry Westrum	Larry Westrum	Jenne Garvey	Jenne Garvey
NV	Dennis Graham	Dennis Graham	Dennis Graham	James Bean	James Bean
NH	Eric Rannisto	Eric Rannisto	Eric Rannisto	Eric Rannisto	Kathryn Diggs
NJ	Patrick Doherty	Patrick Doherty	Patrick Doherty	*Patrick Doherty* *Dianne Schreyer*	Dianne Schreyer
NM	Jean Page	Jean Page	Jean Page	Jean Page	Jean Page
NY	Robert Seckendorf	Robert Seckendorf	Vivienne Anderson	Eugene Zola	Eugene Zola
NC	--	--	--	*D. McGlohon* *James Conner*	James Conner
ND	Jerry Tuchsherer	Jerry Tuchsherer	Lyle Evenson	David Massey	David Massey
OH	Linda Keilholtz	Linda Keilholtz	Jack Ford	Jack Ford	Jack Ford
OK	--	Blan Sandlin	Blan Sandlin	Janelle Kirby	Janelle Kirby
OR	Monty Multaney	Monty Multaney	Marv Harmon	Marv Harmon	Darrell Ward
PA			John Christopher	John Christopher	John Christopher
RI	--	--	Art Tartaglione	Art Tartaglione	Art Tartaglione

State Directors/Coordinators and/or Contact Persons
1973 - 1978

	1973-74	1974-75	1975-76	1976-77	1977-78
SC	Ellen Tollison	Ellen Tollison	Ellen Tollison	Ellen Tollison	Ellen Tollison
SD	Richard Parker	Richard Parker	Richard Parker	Janet Shelver	Janet Shelver
TN	--	--	Jerry Gaither	Jerry Gaither	Sadie Chandler
TX	Walter Rambo	Walter Rambo	Walter Rambo	Walter Rambo	Walter Rambo
UT	Lynn Jensen	Lynn Jensen	Lynn Jensen	Lynn Jensen	Lynn Jensen
VT	Walter Faulkner	Walter Faulkner	Walter Faulkner	Walter Faulkner	Walter Faulkner
VA	Robert Crawford	Robert Crawford	--	Jean Moorefield	Jean Moorefield
WA	Richard Lutz	Richard Lutz	Richard Lutz	Herbert Bell	Herbert Bell
WV	Robert Martin	Robert Martin	Robert Martin	Robert Martin	Robert Martin
WI	Robert Meyer	Robert Meyer	Robert Meyer	Robert Meyer	Robert Meyer
WY	Dean Talagan	Dean Talagan	Michael Elliott	Michael Elliott	Michael Elliott
Am Samoa	--	--	Mere Betham	Mere Betham	Mere Betham
Canal Zone	Russell Annis	Russell Annis	Russell Annis	Russell Annis	Russell Annis
Guam	Michael Rask	Michael Rask	Joe Plomaritis	Richard Carr	Peter Nelson
Puerto Rico	--	Elba Román	Elba Román	Zoraida Torres	Zoraida Torres
Pacif. Is.	--	--	Abel Olapai	Abel Olapai	Abel Olapai
Virgin Is.	Albert Ragster	Albert Ragster	Albert Ragster	Albert Ragster	Albert Ragster
D.C.	Otho Jones	Otho Jones	Otho Jones	Bessie Ethridge	Bessie Ethridge

EVALUATION

Consistent with provisions of the project proposal, arrangements for evaluating certain aspects of the project were made with the Center for Vocational Education, and with Dr. N.L. McCaslin in particular. In a sense, Dr. McCaslin has functioned in the role of an "expert evaluator", responsible for helping to evaluate certain specific activities of the project. For example, Dr. McCaslin prepared and administered a "report card" at the Windsor Locks (Connecticut) staff development work conference. The results are shown here and on the following pages.

As will be noted, respondents felt the work conference to be generally of high quality. (Meals seemed to be the main exception.) Respondents generally rated the conference high, both in terms of effectiveness and usefulness, as is indicated by the means on each side.

In addition to providing an objective response, participants were asked to make comments about the conference. These are reproduced verbatim on the pages following the "report card".

As reported earlier, Mrs. Margaret Taylor conducted a "process evaluation" of the same work conference. Her evaluation, shown in its entirety in Appendix , supports the results obtained from the "report card".

REPORT CARD

"PLANNING TO IMPLEMENT CAREER EDUCATION"
COUNCIL OF CHIEF STATE SCHOOL OFFICERS
A WORK CONFERENCE FOR STATE COORDINATORS OF CAREER EDUCATION

April 6-7, 1978
Windsor Locks, Connecticut

I. Background Information

Please check (✓) your present position

10 State Director/Coordinator of Career Education
2 Assistant State Director/Coordinator of Career Education
3 Other _____
(specify)

II. Quality of the Seminar

Rate of overall quality of the various components of this conference as compared to other professional conferences of comparable length you have attended by circling the appropriate "grade" for each of the following components. Additional comments can be placed in the column on the right.

$\bar{X}$*	CONFERENCE COMPONENTS	QUALITY RATING (Outstanding / Above Average / Average / Below Average / Failing)	COMMENTS
3.6	1. Pre-Conference Information	A 1 · (B) 7 · C 5 · D 1 · F · NR 1	
4.1	2. Meeting Facilities	A 5 · (B) 6 · C 4 · D · F	
4.1	3. Personal Accomodations	A 5 · (B) 7 · C 3 · D · F	
2.7	4. Meals	A · B 4 · C 4 · (D) 5 · F 2	
4.5	5. Choice of Conference Topics	(A) 8 · B 6 · C 1 · D · F	
4.2	6. Large Group Sessions	(A) 8 · B 2 · C 5 · D · F	
4.2	7. Small Group Sessions	(A) 7 · B 4 · C 4 · D · F	
4.1	8. Exchange of Informational Ideas with other Conference Participants	(A) 7 · B 3 · C 4 · D 1 · F	
4.4	9. Organization of the Conference	(A) 8 · B 5 · C 2 · D · F	
4.5	10. Conference as a Whole	(A) 8 · B 6 · C 1 · D · F	

$\bar{X}$ = Average Response
O = Modal Response
NR = No Response

* Rating Scale: 5 = Outstanding; 4 = Above Average; 3 = Average; 2 = Below Average; 1 = Failing

III. Large Group Sessions

Please respond to the following large group sessions by circling the "grade" which best reflects your opinions concerning: (1) the effectiveness of the presentation in stimulating your thoughts; and (2) the potential usefulness of the information presented in your work setting.

$\bar{X}$	How Effective?	Large Group Session	How Useful	$\bar{X}$
3.2	(A) B C D F NR 6 5 1 1 2	Management	A (B) C D F NR 5 6 1 1 2	4.2
1.1	(A) B C D F 6 4 2 1 2	Evaluation	(A) B C D F 6 4 2 1 2	4.2

Comments and Suggestions:

IV. Small Group Sessions

Please respond to the following small group sessions by circling the "grade" which best reflects your opinion concerning: (1) the effectiveness of the session in stimulating your thoughts; and (2) the potential usefulness of the information presented in your work setting.

$\bar{X}$	How Effective?	Small Group Sessions	How Useful?	$\bar{X}$
3.9	A (B) C D F NR 4 5 5 1 2	Management	A (B) C D F 3 5 3 1 2	3.5
4.1	(A) B C D F 5 4 2 1 3	Evaluation	(A) B C D F 5 4 2 1	4.1

Comments and Suggestions:

V. Conference Objectives

Rate the degree to which the conference facilitated your ability in each of the following areas as it relates to career education.

Area	Not at all	To a limited extent	To a moderate extent	To a great extent		
1. Management	1	2	3	4	NR	$\bar{X}$**
		1	8	4	2	3.2
2. Evaluation	1	2	3	4		
		2	5	6	2	3.3

Comments and Suggestions:

VI. General Information

1. In general do you feel the conference met the expectations you had before you came?

13 Yes 1 No ___ Not Sure 1

Comments: _____

2. Do you feel that the conference was worth your time and effort?

13 Yes ___ No 1 Not Sure 1

Comments: _____

3. Do you feel that conferences of this type for state directors/coordinators of career education should be continued?

13 Yes ___ No 1 Not Sure 1

Comments: _____

4. Would you attend a conference of this type next year?

13 Yes ___ No 1 Not Sure 1

Comments: _____

5. Do you feel that a conference of this type is an effective way to deal with your professional development needs?

14 Yes ___ No 1 Not Sure 1

Comments: _____

** Rating Scale: 4 = To a great extent; 3 = To a moderate extent; 2 = To a limited extent; 1 = Not at all

II. Quality of the Seminar

Pre-Conference Information

I appreciate having input into the planning of the Conference. The information on the conference was received in plenty of time to make the necessary arrangements. Thanks!

Meeting Facilities

The large meeting room seemed too large to maintain the attention of the group--just a physical factor that seemed to cause a "change in climate."

Meals

I feel that $9.75 is an excessive amount to pay for dinner. While the dinner meeting was informative, I do not generally eat a heavy meal at 8 pm. I think we have to be conscious of people's preferences for meal arrangements.

Banquet bad.

Didn't need meal.

Large Group Sessions

First day excellent.

Small Group Sessions

First day most profitable, particularly true second day.

Time too limited.

Exchange of Informational Ideas with Other Conference Participants

Great, but again time was short.

III. Large Group Sessions - Comments and Suggestions

Question difficult to answer due to vast difference in the 2-day activity.

After any topic presentation, I would like to see a group discussion that would deal with "how realistic" the conference participants feel the topic is applicable to their <u>home</u> situation.

IV. Small Group Sessions - Comments and Suggestions

While I became extremely frustrated in attempting to function as leader (selected) of one small group, I found the experience to be quite parallel to what sometimes must be dealt with "back home"--both at the state and local levels. The entire process was very beneficial.

Not enough time for small group activities.

Question difficult to answer due to vast difference in the 2-day activity.

Our time spent reviewing functions of management and their evaluation techniques was useful. I felt we became more aware of how evaluation is a part of good management. I felt that the materials were not comprehensive--but I hope to receive a revised, up graded guide (I understand the limitations of preparing such a resource guide). The openness of the consultants is commendable--as they try to meet our needs--so patient understanding.

VI. General Information - Comments

In general, do you feel the conference met the expectations you had before you came?

Not fully.

Yes, for the management aspect; evaluation portions was poor and wasn't practical and feasible for utilization within the state. (Too much time consuming and in some ways contradicted the main portion of the program.

Conference agenda for this workshop would have been very helpful at the beginning of state planning.

Yes, or better!

Do you feel that the conference was worth your time and effort?

Conference material was excellent.

I had planned for a full two day effort.

Do you feel that conferences of this type for state directors/ coordinators of career education should be continued?

Depending upon objectives or topics--and presenters or format.

We continually need to upgrade our skills. Working on management skills is just one part of an overall plan for personnel development.

Yes, however, more appropriate agenda to meet present needs.

We would be lost without these opportunities.

The CCSSO sponsored conference have provided outstanding assistance well above the quality of others I have attended. I would have been lost without them.

Would you attend a conference of this type next year?

Finances are the only question.

It's a good place to compare notes--gain skills in a very non-threatening atmosphere. Thanks.

Depending upon objectives or topics--and presenters or format.

Do you feel that a conference of this type is an effective way to deal with your professional development needs?

Smaller groups would be more effective.

Very definitely.

How was this conference most helpful to you?

Organizing my thoughts regarding management. Providing "documental" support for some needed changes. Clarification of needs and strategies to help change.

Management and evaluation processes were very helpful. Timing could have been better.

More excellent suggestions on managing.

The emphasis on management skills was important--in terms of realizing the role we play in the SEA and the role we are called to play. I think I am encouraged to try to manage my time resources, and personnel more effectively.

Provided some new perspectives on management.

The sharing of other states ideas was helpful. Also the suggestion of alternative ways of approaching the planning/management/evaluation processes.

Management theme.

The opportunity for interaction and exchange of ideas as well as in the area of management.

Excellent seminar on management.

The materials on management.

Refocusing my thinking.

What aspects of this conference were least helpful to you?

The topics covered were all helpful.

Lack of representatives from all states.

All areas covered were helpful in some way.

The Gantt charts. They are cumbersome to modify and time consuming to monitor and develop.

The evening meal and pnael presentation were least helpful. I think that we all appreciated hearing about Connecticut efforts, but it just didn't seem to fit into the overall scheme of things.

The Friday session on a resource directory--this doesn't reflect upon the presentation or the document.

The agenda was too heavy. A lot of substance covered in a short time.

It was all positive.

How could CCSSO make conferences of this type more helpful to State Directors/Coordinators of Career Education?

Perhaps conducting in-services on regional basis instead of national basis.

Provide greater time for structured small group discussions--don't cover everything in such a short time.

I really appreciate hearing from my colleagues who know what they're talking about, who have experience in areas where I am just now beginning to get started. If this is ever a consideration for additional programs, you have to always make sure of the competence of these. (I think you do a good job of this anyway, Dave. Just a little caution.)

Just keep planning them.

Perhaps periodically survey career education consultants to identify their special and common needs. Then maybe have some major sessions and more specialized mini-sessions.

More active participation by State Directors/Coordinators--sort of a swap-shop approach in one session.

Encourage 100 percent attendance!

Keep covering a variety of topics.

What topics should be addressed in future conferences of this type?

More time to exchange information. Show and tell session.

Implementation of guidelines for incentive act.

More management and sharing of experiences.

The logistics of funneling the money (if appropriated) from the new career education incentive act. Implementation tactics on specifics.

Dissemination and diffusion strategies for the career education concept and career education products.

With implementation funding in the horizon--need assistance in understanding rules and regulations, interpretation, strategies and alternatives for implementation.

Review of career education legislation with chiefs.

In-service models for teachers administrators of state personnel in career education. Thorough analysis of career education implementation act of 1977.

Financial/budget development.

Other Comments

I have found all the CCSSO conferences extremely valuable. However, this ranks at the top. Keep OCE observing so they know what we're doing and perhaps they'll gain a better perspective.

Enjoyed our time very much. Saul did excellent work of planning.

Overall, it was helpful, but there should have been more opportunities for group sessions. Also, the evaluation lecture did not allow for audience participation.

Saul and the State of Connecticut are to be commended for the very fine way the conference was hosted.

In previous years a similar evaluation effort was made with the newsletter News & Notes. During the project just ending, however, this was not done -- at least in a formal sense. With a fairly small constituency (57 CSSOs and 58 Coordinators) it was felt that if there was anything unsatisfactory, this could easily be communicated and corrective measures taken. (Copies of the newsletter are included in Appendix .)

In effect, there have been formal and informal evaluations during this and earlier projects. In terms of the letter, the letters (unsolicited) on the following pages are a good and representative example.

Jasson - unit

California School Boards Association

July 24, 1978

Dr. Byron Hansford
Council of Chief State School Officers
1201 - 16th Street, NW
Washington, DC 20036

Dear Dr. Hansford:

I want to take this opportunity to thank you for your support and outstanding leadership of the CCSSO the past few years.

As former State Coordinator for Career Education in Colorado the Council's efforts were most beneficial. Dave has done a super job! He will be greatly missed but I know that he is anxious to return to Colorado. I am confident that Walter Faulkner will continue the momentum with the Chief State School Officers and the State Coordinators,

Again, I personally appreciate your support. You have had a most exciting and rewarding professional career. I only regret that we didn't have an opportunity to work together more closely. I sincerely hope that the future holds many more challenging experiences for you.

Best wishes on your retirement and again my thanks for being such a tremendous leader. May each day be a happy one for you.

Sincerely,

Jeanne

Jeanne S. Werschke, Deputy
Legislative Advocate

JSW:jj

916 - 23rd Street • Sacramento, California 95816 • (916) 443-4691

Nebraska Department of Education

Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509

Telephone (402) 471-2295

July 24, 1978

Dr. David Jesser, Director
Career Education Project
CCSSO
1201 - 16th Street, N.W.
Washington, D.C. 20036

Dear Dave:

I just wanted to write to let you know how very much I will miss you as project director for the Council of Chief State School Officers Career Education Project. You have provided the leadership and incentive for State Coordinators for Career Education through this position.

During the past two years, it has been a real comfort for me to have a friend like you, Dave. No matter what my problem, you have always tried to help. You have been so helpful and encouraging, not just to me, but to all state coordinators. Your dedication to career education and to State Coordinators for Career Education is commendable.

We will certainly be at a loss without the insight, the understanding, and the encouragement which you have given us.

You will always be a friend to career education no matter where you may be. I wish you every success in your move to Denver. We will see each other now that you are moving closer "home".

With best wishes,

Jenne

JENNE GARVEY
Career Education Consultant

rr

Anne Campbell
Commissioner

State Board of Education

Frank E. Landis
President
521 Lincoln Building
Lincoln, Nebraska 68508

Dorothy Creigh
Vice-President
1650 North Elm Avenue
Hastings, Nebraska 68901

James Monahan
623 Service Life Building
Omaha, Nebraska 68102

Walter M. Thompson
Oakland, Nebraska 68045

Don H. Lienemann
31 South Jackson Street
Papillion, Nebraska 68046

Margaret Lockwood
1500 Gentry Boulevard
Gering, Nebraska 69341

Marilyn Fowler
1904 Plum Creek Lane
Kingston, Nebraska 68850

Bernard F. Costello
3330 South 56th Street
Omaha, Nebraska 68106

an equal opportunity agency

California School Boards Association

CSBA

July 24, 1978

Dr. David Jesser
Council of Chief State
School Officers
1201 - 16th Street, N.W.
Washington, DC 20036

Dear Dave:

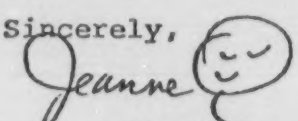
Have been putting off writing this letter because it is difficult to put all my feelings into words. However, I wanted you to receive this before you depart for Colorado. I just hope that we will keep in touch and still have the opportunity to work together in the future.

First, I want to express my sincere appreciation for all your professional support and leadership. You have done a super job! The State Coordinators needed the momentum and direction which you and CCSSO provided so well. I shudder to think what we would have done without! I really hated to miss the celebration in your honor in Alabama. Gifts were merely a small token of our sincere appreciation and thanks for all your hard work!

I guess I want to thank you most of all for being such a wonderful friend. I am so glad that we had the opportunity to really get to know one another. Washington, D.C. just won't be the same without you! You were always there when I needed a good friend! You'll never know how much it meant to have a friend that I could trust and also depend upon no matter what the circumstances. I'll never forget all you have done for me, Dave, nor will I ever be able to repay you. Just know that you will always be a very special person to me!

I know that you and Virginia are really looking forward to living in Colorado again. There is something very special about that state. Know my "heart" will always be there! Lots of luck on all your new ventures. Please keep in touch. Again, thanks for everything, Dave, especially for just being you.

Sincerely,



55

916 - 23rd Street • Sacramento, California 95816 • (916) 443-4691

OFFICE OF THE DIRECTOR
DEPARTMENT OF EDUCATION
GOVERNMENT OF GUAM
P. O. BOX DE
AGANA, GUAM 96910

Mary Elaine Cadigan
472-8901

June 14, 1978

Mr. David L. Jesser
Director, Career Education Project
Council of Chief State School Officers
1201 Sixteenth Street NW
Washington, D. C. 20202

Dear Dave:

I have just been informed that you will be leaving the council staff when the current Career Education Project is completed.

We in the Guam Department of Education have appreciated your assistance as Guam has moved toward the implementation of Career Education in grades K through 12.

On behalf of the staff and teachers of the Guam Department of public education, I wish you the best of luck in the future endeavors.

Sincerely,

Mary Elaine Cadigan

MARY ELAINE CADIGAN

DAVID W. HORNBECK
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. BOX 8717, BWI AIRPORT
BALTIMORE, MARYLAND 21240

August 7, 1978

Dr. David Jesser
Director of Career Education
Council of Chief State School Officers
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Dear Dave:

I don't believe I have still accepted the act that you are leaving the Council of Chief State School Officers Career Education Project. It is simply hard to imagine your not being involved with the Council in career education.

While I know you will continue to be involved in career education, I would like to express my appreciation for all that you have done for career education, especially at the state level. Your low key leadership and your positive approach have strengthened career education generally in a very visible manner throughout the nation and its territories.

It has been a pleasure personally and a benefit professionally for me to have been associated with you. I have gained considerably, for example, from our first meetings at the CCSSO office, from our publication, and from the various national conferences, including the first one at Dallas.

Best wishes and keep in touch.

Cordially,

E. Niel Carey
Specialist, Career Education

ENC/dem

ANTICIPATED CHANGES and/or PROBLEMS

During the project period covered by this report, there have been a few problems, but most of these were relatively minor, and as such did not have major impact on either project goals or objectives.

There was one serious problem encountered, and this had to do with a delay in receiving the grant award for the project. By way of explanation, it should be noted that the original proposal for the project called for a start-up date of July 1, 1977, which would have provided for an immediate progression from the previous project (which terminated on June 30, 1977) to the new one. However, and for a variety of reasons, the effective start-up date was given as August 20, 1977. It should be noted that similar, and even longer, delays were experienced by many of the other approved projects, and the delays undoubtedly had similar consequences.

In the case of the project reported here, the first, and most serious consequence, had to do with what might best be termed the "slippage" that took place.

Because there was no Council-sponsored project from July 1, 1977 to August 20, 1977, State Coordinators were not able to receive information about legislative developments and other crucial happenings. Additionally, State Coordinators, who had developed a reliance on the project office as a source of answers to their specific questions, had no one to call. These, then, together with other consequences, reflected a serious loss of momentum;

and when the project became effective, it was again necessary to build up the momentum that had been lost.

The delay also necessitated several changes in the management plan. It was not possible, for example, for the CCSSO Committee on Career Education to meet until November 13, 1977, instead of in July as originally planned. Similarly, it was not possible for the two task forces to meet until November, instead of July. As a result, many of the original plans had to be either re-planned or modified.

Another problem encountered had to do with the inability (because of travel restrictions or lack of funds) of State Directors/Coordinators to attend meetings or conferences designed to meet their own identified needs. This problem, of course, is and has been a recurring one, and as such, may be treated lightly. The problem, however, is a serious one. At least it is so perceived by the State Coordinators, as indicated by the following comments from Coordinators:

- Can't seem to work in budget for out-of-state travel.
- The thing that has been least helpful to me has been the workshops that have been put on by the CCSSO due to the fact that I have not been able to attend these workshops because of travel restrictions. That is our state's mandate.
- Organize staff development meetings with a wider agenda than in the past to better accommodate the various levels of state activity in career education.
- We need meetings (at least 2 per year) not connected with other meetings and agendas. A great deal of time was wasted this year as our meetings were for the purpose of filling the USOE's needs and not ours as a group.
- When state coordinator meetings were held in conjunction

with other meetings, they were not as effective as when scheduled separately.

- Continue regional and national type meetings of Career Education personnel. Maintain system for input relating to needs for such meetings, keeping at a practical, working level the content of meetings, continue newsletter as an information vehicle.

As the preceding comments suggest, State Coordinators want to have "their own" meetings. They (as a group) either do not have funds for travel, or are constrained by other factors.

During the current project period, there were two major meetings of State Planning Project Directors, who in most instances were State Coordinators. One might think, then, that such meetings would meet the needs of the State Coordinators. And to a limited extent, they did. Buth they were almost totally concerned with development of state plans, and while this was both good and necessary, Coordinators are -- and must be -- concerned with many other facets of implementation. These "other facets", in the thinking of many Coordinators, could best be handled in separate meetings. The basic problem is really one of time and money, and it is doubtful that constraints in either classification will be removed.

Aside from the two rather serious ones noted, there really were a minimum of problems -- minimum in terms of numbers and minimum in terms of severity. This has been due in large part to the excellence and ease of communication with the project officer, Ms. Grace Watson, and with other personnel of the Office of Career Education. Particular mention should also be made of Dr. Kenneth Hoyt, Dr. John Lindia, and Dr. Sidney High. Con-

siderable assistance and valuable advice has been provided by these people throughout the project.

DISSEMINATION ACTIVITIES

For the most part, dissemination efforts have already been described. By way of summary, however, it should be noted that materials developed by or for the project are automatically disseminated to chief state school officers and state directors of Career Education. (In the case of the newsletter, appended materials are enclosed only in the state director mailing.) Copies are also sent to some twenty other people who have requested it.

APPENDIX A

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

MEMORANDUM July 25, 1978

TO: State Coordinators of Career Education
Federal Liaison Representatives

FROM: David L. Jesser, Director, Career Education Project
John W. Adams, Director, Federal-State Relations

SUBJECT: Senate Appropriations for P.L. 95-207

As you are aware, the House has recommended that $35 million be appropriated for support of the Career Education Incentive Act (P.L. 95-207), and the Senate Subcommittee has recommended that $30 million be appropriated. It now appears that the Senate Appropriations Committee will soon be considering the Subcommittee's recommendation; perhaps as soon as August 5, 1978.

You are also aware that the position of CCSSO has been one of support for funding at the level authorized by P.L. 95-207. However, because of the many concerns in both the House and Senate, it would appear that a reasonable compromise between the House and Senate figures is what might be expected.

With the above in mind, you may want to contact both individual Senators and members of the Senate Appropriations Committee to urge approval of the Subcommittee's recommendation.

A list of the full Senate Appropriations Committee is included for your information.

SENATE APPROPRIATIONS COMMITTEE

Democrats	Room	Telephone
Warren Magnuson, WA, Chairman	127	224-2621
John Stennis, MS	205	224-6253
Robert Byrd, WV	133	224-3954
William Proxmire, WI	5241	224-5653
Daniel Inouye, HI	442	224-3934
Ernest Hollings, SC	115	224-6121
Birch Bayh, IN	363	224-5623
Thomas Eagleton, MO	1213	224-5721
Lawton Chiles, FL	443	224-5274
J. Bennett Johnston, LA	421	224-5824
Walter Huddleston, KY	3327	224-2541
Quentin Burdick, ND	451	224-2551
Patrick Leahy, VT	1203	224-4242
James Sasser, TN	229D	224-3344
Dennis DeConcini, AZ	3121	224-4521
Republicans		
Milton Young, ND, Ranking Minority Member	5205	224-2043
Clifford Case, NJ	315	224-3224
Edward Brooke, MA	437	224-2742
Mark Hatfield, OR	463	224-3753
Ted Stevens, AK	411	224-3004
Charles McC. Mathias, MD	358	224-4654
Richard Schweiker, PA	347	224-4254
Henry Bellmon, OK	125	224-5754
Lowell Weicker, CT	342	224-4041

SENATE BUILDING ADDRESS CODE:

Three-digit room number: Russell Senate Office Building
Four-digit room number: Dirksen Senate Office Building

Zip code for Senate: 20510

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

MEMORANDUM July 11, 1978

TO: Staff Development Task Force,
Communications Task Force,
and State Coordinators of Career Education

FROM: Dave Dave Jesser

SUBJECT: Informational Items

While there are several items of general interest to each of you, I would like to begin this newsletter with a different topic -- my appreciation to each of you for the work you have done, for the accomplishments you have made, and for the wonderful cooperation you have given to me and to each other. And to this I would add my deepest appreciation for the plaque and watch that were given to me in Point Clear, Alabama. Again, simply, humbly, and sincerely, thanks.

• Item: Some Twenty-five State Coordinators... met for two days in Point Clear, Alabama recently to look back at the year just past, and to begin to plan for the year ahead.

During the first session, chaired by Saul Dulberg, the Coordinators were treated to the first "out-of-house" showing of the four career education films that were developed as a part of the National School Boards Association Career Education Project. Stephen Kreimer, who directed the project, was able to be present and discuss the overall project, and Rama Page, who was on the Advisory Board, provided the group with additional insights.

The meeting was arranged and hosted by Anita Barber, and the group was privileged to have members of the Alabama Advisory Council and the Alabama SEA in attendance.

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Grace Watson, Project Officer for OCE, was unable to attend the meeting, but Prentice Echols, also from OCE, was able to attend. (Not only did he attend, but he participated and contributed to all aspects of the meeting.)

On Thursday, June 29, Dave Jesser chaired a general session in which the goals and objectives of the recently approved project were throughly discussed, as were the changes and modifications that occurred during the negotiations. Jesser explained the major changes, such as a reduction in the number of regional conferences and the reduction of funds available for a national conference, but added that the goals and objectives were still realistic. He also noted that one of the greatest areas of need would become sharply defined if and when funds are appropriated for PL 95-207.

The primary area of need, according to Jesser, would be that of technical assistance to Coordinators... i.e., helping them to develop and implement delivery systems (from state to local) that are compatible with provisions of PL 95-207.

On Friday, June 30, Saul Dulberg led the group in a brainstorming session designed to elicit suggestions as to how the Staff Development Task Force might best help the Coordinators. Bessie Ethridge is in the process of preparing a report for Dulberg. The report, as has been suggested, will serve to guide the SDTF in its work.

Following the brainstorming session, Dave Jesser discussed some of the on-going activities of the National Center for Career Education, and suggested that State Coordinators should become better acquainted with the Center and its work. Several Coordinators indicated that they had not received any communication from the Center, and suggested that this situation should be corrected if there was to be any real cooperation. [Jesser has already communicated this concern to the Center.]

Also on Friday, the group had an opportunity to discuss -- and share -- many of its concerns with Prentice Echols of OCE. According to Jesser, this was one of the best exchanges of information that he has participated in. He strongly recommended that provision for a similar exchange be built into the plans for the national conference scheduled for next year.

By way of concluding the group's activities, Jesser asked for recommendations concerning possible involvement of CCSSO in the development of a career education film. It was pointed out that while there are several good films available -- and useable -- there will always be a need for similar films. The recommenda-

/more/

tion of the group was that the CCSSO should continue to pursue the possibility. At the same time, however, the group was rather emphatic in asserting that films, per se, are only one form of media; there are other forms which should also be explored. Some of the "other" would include "TV commercials", radio spots, newspaper/magazine ads.

• Item: Rules, Regulations, and Appropriations... continue to be the central themes of telephone inquiries to this office. Unfortunately, the responses from this office continue to be as the same as they have been. As always, however, this office will be in touch with each of you as soon as any definitive action takes place.

• Item: As Coordinators Prepare to Implement Career Education... the monograph, Planning and Change... would seem to be of special importance. Because of this, and because copies that were distributed last year might have been misplaced, another copy will be mailed out shortly. Coordinators will want to consider the sections dealing with "The Nature of Change", "The Nature of Planning", and "The Relationships Between Planning and Change".

• Item: A Recent Publication of the Roanoke, Virginia Career Education Project... included a neat "Final Exam". Coordinators may well want to look at the test, and perhaps incorporate portions of it in their own assessment efforts. A copy is enclosed.

• Item: Walter Faulkner, Vermont State Coordinator... has been appointed to direct the CCSSO Career Education Project for the ensuing year, according to Dr. Byron Hansford, Executive Secretary of CCSSO. Faulkner will begin work with the Council on August 15, 1978.

FINAL EXAMS: How do you measure up?

With the end of the school year drawing quickly to a close, it's a good time to see how you measure up against the goals of Career Education. Give yourself this final examination.

For Students

1. Have you asked your family and neighbors about their jobs or asked to visit them at their place of employment?

2. Have you visited the Career Resource Center in your school to find out more about the jobs that interest you?

3. For elementary students: Have you kept a notebook about careers mentioned in your textbooks and on television?

4. For junior and senior high students: Have you asked your guidance counselor if you're eligible for the YETP program?

5. Have you asked your guidance counselors and teachers which careers might be appropriate for you?

6. Have you planned your schedule to include some of the prerequisites for a job which interests you?

7. Senior high students: Have you visited the Career Resource Center at your school to use the occupational view deck in determining which jobs suit your interests?

8. Have you used the college view deck in your school's Career Resource Center to determine which colleges suit your career goals?

9. Have you talked with the counselor from the Virginia Employment Commission to determine what jobs are presently available?

For Educators

1. Have you integrated at least one unit of career education into your existing curriculum?

2. Have you introduced a "hands-on" activity to simulate real career experiences outside the walls of school?

3. Have you invited community resource people into your classroom to speak to students about their jobs?

4. Have you emphasized to your students that school is their work right now and that it carries many of the same responsibilities that a paying job carries?

5. Have you enrolled in at least one graduate course in career education?

6. Have you taken your students on a field trip that would acquaint your students with careers?

7. Do you encourage your students to visit the Career Resource Center at your school, and do use the materials there yourself?

8. Have you counseled your students both in a group and individually as to what courses they should take for specific careers?

From Lifelines, Roanoke, VA Public Schools, Summer, 1978.

MAIL-O-GRAM

JUNE 27, 1978

TO: CAREER EDUCATION STATE COORDINATORS

FROM: DAVE JESSER

SUBJECT: FY 79 APPROPRIATIONS

THE SENATE LABOR/HEW APPROPRIATIONS SUBCOMMITTEE HAS RECOMMENDED $30,000,000 FOR CAREER EDUCATION IN FY 79 - $5,000,000 UNDER THE HOUSE RECOMMENDATION. THE DIFFERENCE WAS SPLIT BETWEEN HIGHER EDUCATION AND THE ELEMENTARY AND SECONDARY PORTION, LEAVING $22.5 MILLION FOR ELEMENTARY AND SECONDARY AND $7.5 MILLION FOR HIGHER EDUCATION. THIS ACTION WILL REQUIRE CONFERENCE COMMITTEE ACTION.

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

MEMORANDUM June 14, 1978

TO: Chief State School Officers
and State Coordinators of Career Education

FROM: Dave David L. Jesser

SUBJECT: Informational Items

As might well be expected, during the past few weeks there has been a high degree of interest in the activities of the Senate Subcommittee. As you know, the Subcommittee did not deal with education at its last meeting, and consequently did not make any recommendations regarding P.L. 95-207.

The Subcommittee has been scheduled for another meeting in the very near future, and we hope that a recommendation will be made. *If and when such a recommendation is made, we will send details in mail-o-grams to the State Coordinators.*

In addition to the status of appropriations for P.L. 95-207, there are several other items of interest, including the forthcoming meeting of State Coordinators, evaluative materials and techniques, publications of the Ed/Mil Project, and information about the Staff Development session that was held at Windsor Locks, Connecticut.

Item: Plans for the Point Clear (AL) Meeting of State Coordinators... have been completed.

The Place: Grand Hotel
Point Clear, Alabama
The Dates: June 28 - 30, 1978

No formal agenda has been prepared for this meeting. There are, however, several basic purposes, and these will constitute the "agenda".

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One purpose of the meeting is to obtain from the Coordinators their suggestions concerning possible development and production of a film (or films) dealing with career education. Three Coordinators (D. Alexander, J. Ford, and D. Martin) collaborated in the development of a Prospectus which will be available to participants for review and comment. In addition, Steve Kreimer, of the National School Boards Association, will show and discuss the career education films that were developed by the NSBA project, on the evening of June 28th. The films, the discussion, and the Prospectus should provide each participant with a basis for recommendations.

A second major purpose has to do with maintaining a degree of continuity between the current project and the project that has been approved for next year. Toward this end, a copy of the proposal, as it has been negotiated, will be made available to participants. The intent, of course, is to insure that the Coordinators, and especilly the Task Forces, will be very familiar with the goals and activities that have been proposed.

With regard to this aspect of the meeting, we hope that it will be possible for Bill Israel to be present, because he represents the real linkage between the two projects.

Item: An Excellent Summary... and process evaluation of the recent staff development activity (Windsor Locks) has been prepared by Margaret Taylor. *This is being prepared for publication, and will be distributed to all Coordinators.* We think everyone -- those who were present and those who were unable to attend -- will be very pleased with the report.

Item: A Bibliography of Materials... available for school use from military sources is currently being printed. A copy will be sent to each CSSO and State Coordinator of Career Education.

Item: Many Letters and Calls... concerning my resignation have been received. I most assuredly appreciate the good wishes that have been expressed by Chiefs and Coordinators alike. I would like to indicate that the action I have taken in no way reflects any dissatisfaction with or disinterest in career education. To the contrary, it reflects an even more expanded interest. And I certainly hope to be able to continue to work with states and State Coordinators whenever possible.

By way of personal information, my address after August 19th

will be 1872 South Pierson Court, Lakewood, Colorado, 80226. And my telephone number will be (303) 986-6931. Should you be in the Denver area, I would certainly appreciate hearing from you.

Item: An Excellent Report - About Evaluation of Career Education... has been prepared by Deborah Bonnet of New Educational Directons, Inc. A summary of the conclusions is enclosed with this memorandum. As will be noted, the conclusions indicate several areas in which things apparently are going well, and at the same time suggest areas to which more attention should be given.

FROM: What Does Career Education Do For Kids?
(A Synthesis of 1975-76 Evaluation Results)

Prepared under Grant Number G007604329 from:

The U.S. Office of Career Education
Office of Education
Department of Health, Education and Welfare

Project Title: Synthesizing and Communicating
Career Education Evaluation Results

Project Director: Deborah G. Bonnet
Senior Research Associate
New Educational Directions, Inc.

SUMMARY CONCLUSIONS

Following is a brief status report of the career education movement's progress toward its learner outcome goals as evidenced by evaluation results from 45 recent programs:

Career Education seeks to produce individuals who, when they leave school (at any age or at any level) are:

1. Competent in the Basic Academic Skills Required for Adaptability in our Rapidly Changing Society.

   Overall, results are neither positive nor negative but in selected instances improvements were both statistically and educationally significant.

2. Equipped with Good Work Habits.

   Measured attitudes toward school were affected only in isolated instances. Data concerning work habits are largely lacking.

3. Equipped with a Personally Meaningful Set of Work Values that Foster in Them a Desire to Work.

   Good evidence of success has been demonstrated in strengthening youngsters' desire to work.

4. Equipped with Career Decision-Making Skills, Job-Hunting Skills, and Job-Getting Skills.

   Career decision-making skills were strengthened with great consistency. Data concerning job-seeking skills are sparse but somewhat promising.

5. Equipped with Job Specific Occupational Skills and Interpersonal Skills at a Level that will Allow Them to Gain Entry into and Attain a Degree of Success in the Occupational Society.

   For several reasons career education evaluations rarely evaluate job specific occupational skills. Results of interpersonal skills evaluations are encouraging but not conclusive.

6. Equipped with a Degree of Self-Understanding and Understanding of Educational-Vocational Opportunities Sufficient for Making Sound Career Decisions.

   Self-esteem is rarely affected as it is currently measured, and no objective data of self-understanding were reported. Career awareness was achieved in the overwhelming majority of cases and there is reason to believe that the intent of the goal is being met on a broad scale.

7. Aware of Means Available to Them for Continuing and Recurrent Education.

   Evaluation results are lacking.

8. Either Placed or Actively Seeking Placement in a Paid Occupation, in Further Education, or in a Vocation consistent with their Current Career Decision

   It is too early to measure career education's indluence on this outcome on a wide-scale basis.

9. Actively Seeking to Find Meaning and Meaningfulness Through Work in Productive use of Leisure Time.

   Only one study was reported; its results were promising.

10. Aware of Means Available to Themselves for Changing Career Options -- of Societal and Personal Constraints Impinging on Career Alternatives.

    Evaluation results are sparse but very encouraging.

FOR YOUR INFORMATION

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

MEMORANDUM May 24, 1978

TO: State Coordinators of Career Education

FROM: Dave Dave Jesser

SUBJECT: Informational Items

You are no doubt aware that the CCSSO Committee on Career Education met while the Chiefs were in town for the Commissioner's Conference.

I have just mailed a résumé of the meeting to the Committee members, and it occurred to me that much of the information would likely be of value to you as well.

As you can see from the résumé, we covered a lot of ground during the meeting, and I think it was a profitable meeting. I do wish it would be possible for each of you to sit in on one of our Committee meetings; you would be pleased to hear the numerous expressions of support.

One item that was inadvertently omitted from the resume had to do with the (now rescheduled) meeting in Alabama. But for your information, the Committee was informed about the meeting and its purposes, And the Committee indicated its support of the meeting.

One caveat before closing. The information in the table is intended only to provide states with an estimation. It is neither definitive nor accurate. So please use the information merely as an illustration of what might take place when funding is assured.

Hope we see you in 'Bama.

Council of Chief State School Officers

Committee on Career Education

Résumé of Committee Meeting
May 19, 1978 Washington, D.C.

The Committee on Career Education met at 7:30 AM on May 19, 1978 at the Capital Hilton, Washington, D.C. Those in attendance were:

James Graham, Chairman
Robert Withey
Caryl Kline
Drs. Mellown and Owens (representing Wayne Teague)
Doug Dopp (representing Mark Shedd)
Dave Jesser

At the request of Chairman Graham, Dave Jesser reported to the Committee on (1) status of funding for PL 95-207; (2) status of next year's project proposal; and (3) status of document relating to possible film development and production.

Jesser noted that the House Appropriations Committee had given its approval to a first year (FY 79) appropriation for PL 95-207. Of the total, $25 million would be earmarked for K-12 operations, and $10 million for use with higher education efforts. It was noted that while there has not been similar action in the Senate as of the moment, it does appear that a similar amount (for FY 79) will be approved.

Jesser pointed out that the amount for K-12 ($25 million)

is only half of the authorization contained in PL 95-207. At the same time, he noted that it is the amount contained in the original version of H.R. 7.

With the above in mind, the following table that was prepared for H.R. 7 might be of value to Chief State School Officers and State Coordinators. The figures used are based on a $25 million funding level for the first year, and should approximate the amounts that the states might expect if and when funding is assured. (You will note that the table shows the minimum allocation to be $100,000. This of course has been changed and is now $125,000.)

FUNDING LEVELS UNDER H.R. 7

[Minimum allocation—$100,000; 1 percent set aside for outlying areas; Puerto Rico counted as a State; based on provisional 1976 estimate for ages 5 to 18 (1970 for Puerto Rico). Authorization levels (in millions)—1st yr: $25; 2d yr: $100; 3d yr: $75; 4th yr: $50; 5th yr: $25]

State	1st yr	2d yr	3d yr	4th yr	5th yr
Alabama	423,099	1,713,538	1,285,153	856,611	423,099
Alaska	100,000	205,193	153,894	102,577	100,000
Arizona	261,326	1,058,362	793,771	529,083	261,326
Arkansas	233,771	916,766	710,074	473,296	233,771
California	2,320,823	9,399,258	1,049,444	4,698,763	2,320,823
Colorado	291,547	1,180,757	885,568	590,270	291,547
Connecticut	346,212	1,402,149	1,051,612	700,945	346,212
Delaware	100,000	271,799	203,843	135,870	100,000
District of Columbia	100,000	287,990	215,992	143,968	100,000
Florida	837,310	3,391,077	2,543,308	1,695,226	837,310
Georgia	578,206	2,341,715	1,756,286	1,170,642	578,206
Hawaii	101,330	410,385	307,789	205,155	101,330
Idaho	100,000	395,986	296,939	197,956	100,000
Illinois	1,264,853	5,122,614	3,841,950	2,560,835	1,264,853
Indiana	611,983	2,478,510	1,858,882	1,239,027	611,983
Iowa	327,102	1,324,752	933,564	662,254	327,102
Kansas	249,771	1,011,563	758,672	505,688	249,771
Kentucky	387,989	1,571,343	1,178,507	785,527	387,989
Louisiana	475,542	1,925,930	1,444,447	962,788	475,542
Maine	122,653	496,782	372,586	248,345	122,653
Maryland	479,542	1,942,129	1,456,597	970,886	479,542
Massachusetts	641,750	2,599,105	1,949,329	1,299,313	641,750
Michigan	1,080,858	4,377,441	2,283,081	2,188,317	1,080,858
Minnesota	467,987	1,895,331	1,421,498	947,491	467,987
Mississippi	289,770	1,173,557	880,168	586,671	289,770
Missouri	521,763	2,113,123	1,584,842	1,056,367	521,763
Montana	100,000	358,187	268,640	179,060	100,000
Nebraska	174,217	705,574	529,181	352,722	174,217
Nevada	100,000	282,590	211,942	141,269	100,000
New Hampshire	100,000	379,786	284,840	189,858	100,000
New Jersey	813,310	3,293,880	2,470,410	1,646,637	813,310
New Mexico	147,107	595,778	446,834	297,834	147,107
New York	1,949,723	7,896,313	5,922,235	3,947,429	1,949,723
North Carolina	612,427	2,480,310	1,860,232	1,239,926	612,427
North Dakota	100,000	307,789	230,842	153,866	100,000
Ohio	1,218,188	4,933,621	3,700,215	2,466,356	1,218,188
Oklahoma	295,547	1,196,556	897,717	598,368	295,547
Oregon	249,771	1,011,563	758,672	505,688	249,771
Pennsylvania	1,274,186	5,160,412	3,870,309	2,579,731	1,274,186
Puerto Rico	405,766	1,643,340	1,232,605	821,519	405,766
Rhode Island	100,836	408,585	306,439	204,255	100,836
South Carolina	335,435	1,362,550	1,021,913	681,150	335,435
South Dakota	100,000	322,188	241,641	161,064	100,000
Tennessee	463,542	1,877,332	1,407,999	938,493	463,542
Texas	1,435,071	5,811,549	4,358,991	2,905,459	1,435,071
Utah	152,885	619,177	464,383	309,532	152,885
Vermont	100,000	224,992	168,744	112,475	100,000
Virginia	565,317	2,289,517	1,717,138	1,144,547	565,317
Washington	403,100	1,632,541	1,224,405	816,120	403,100
West Virginia	195,994	793,771	595,328	396,812	195,994
Wisconsin	541,318	2,132,320	1,644,240	1,095,958	541,318
Wyoming	100,000	181,793	136,345	100,000	100,000
Federal total	24,749,997	93,000,000	74,249,996	49,499,999	24,743,997

In addition to the information contained in the preceding table, the Committee asked for "refresher" materials about PL 95-207. A set, dealing with State Assurances and Use of Funds, is included with this report.

Following the discussion of legislative matters, Jesser reported that the project proposed for next year had been recommended for funding, subject to negotiations. The negotiations, according to Jesser, really consisted of reducing the dollar figure by about one-third. This was done, but the scope of work was changed considerably.

At the request of Chairman Graham, a copy of the revised project proposal (less "boilerplate") is being sent with the résumé.

Following the discussion of the proposal, the Committee briefly reviewed the film prospectus that had been prepared by Dorothy Alexander (KY), Jack Ford (OH), and Donna Martin (IL). The Committee expressed its appreciation to the group of Coordinators, and suggested that the Council's project should look around for possible sources of funding for the development of films such as described in the prospectus.

Prior to adjourning, the Committee asked Dave Jesser to arrange for a short meeting of the Committee during the Summer Institute.

FOR YOUR INFORMATION

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

S P E C I A L

MEMORANDUM May 23, 1978

TO: State Coordinators of Career Education

FROM: Dave Dave Jesser

SUBJECT: Rescheduling of Coordinators' Meeting

Due to a variety of conflicts, the special meeting of State Coordinators originally scheduled for May 28-30 in Point Clear, Alabama, has been cancelled.

Several Coordinators have indicated that a later date would be more satisfactory, and with this in mind, we are in the process of rescheduling the meeting for June 28-30. From talking with Anita Barber, it appears that we will be able to have the meeting in the same place -- Grand Hotel, Point Clear, Alabama (Mobile).

We hope that this change will not be too much of an inconvenience to those who planned to be at the meeting as originally scheduled. And, obviously, we hope that in making the change, more Coordinators will be able to attend.

In order that we may proceed with the necessary planning, will you please fill out and return the enclosed "Feedback" form as soon as possible?

Thanks.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
1201 SIXTEENTH STREET, NORTHWEST
WASHINGTON, D.C. 20036 (202) 833-4191

FEEDBACK FEEDBACK FEEDBACK

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

MEMORANDUM

TO: Committee on Career Education

James B. Graham, Chairman, KY
W.E. Campbell, VA
Elaine Cadigan, Guam
A.W. Ford, AR
Georgia Rice, MT
Wayne Teague, AL
Robert Withey, VT

FROM: Dave David L. Jesser

SUBJECT: Committee Meeting, May 19, 1978

As will be recalled, Chairman Graham, at the last meeting of the Committee, requested that the next meeting be held in conjunction with the Commissioner's Conference. (It was also suggested that the meeting be a breakfast meeting.)

Accordingly, arrangements have been made for the Committee on Career Education to meet as follows:

May 19, 1978 — 7:30 - 9:00 AM
Massachusetts Room — Capital Hilton

At the last meeting of the Committee the possibility of involvement in the development and production of films which could be used by State Coordinators was discussed, and the Committee requested that a "prospectus" be put together. A team of three Coordinators has assisted in the preparation of a prospectus that we are enclosing. If possible, this is one major item that we would like to see discussed during the May 19 meeting.

There are several other matters which should be discussed, but perhaps the only other major item is concerned with the future activities of the CCSSO Career Education Project. We have recently negotiated the original proposal, and have been recommended for funding. With this in mind, it would seem appropriate for the Committee to "walk through" the proposal (and plans)

/more/

for next year's activities.

Please feel free to bring up any other matters of concern.

Once again, May 19, 1978; 7:30 in the morning, in the Massachusetts Room of the Capital Hilton.

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

MEMORANDUM May 16, 1978

TO: State Coordinators of Career Education

FROM: Dave Jesser

SUBJECT: Special Meeting of State Coordinators

As most of you are aware, I will be leaving the Council at the conclusion of the current project. The date, incidentally, is August 19, 1978.

But while I will be leaving the Council, this by no means indicates any end to or conclusion of the Council's interest in achieving a maximum degree of implementation of career education. Completely to the contrary, the Council's interest continues at an even higher level. And, by way of information, the Council's project proposal for next year has been recommended for funding.

With all of these things in mind, the Communications Task Force and the Staff Development Task Force have both recommended that a special meeting of State Coordinators and Task Force members be held as soon as possible. The special meeting would have three basic purposes:

(1) The assurance of continuity of intent and goals between the 1978-79 CCSSO project and previous projects;

(2) The development of a working knowledge of the CCSSO project that will be operational next year; and

(3) The definition, as it were, of the role of any new Project Director who might be selected.

While the need for a meeting of this nature is obvious, it unfortunately is equally obvious that the current project does

/more/

not have sufficient funds with which to defray expenses. We have recognized this as a major problem, and have been rather outspoken about it. But the recommendation from the two task forces has been that a meeting be scheduled for all who might be able to attend.

Accordingly, the information is as follows:

PLACE: Grand Hotel
Clear Point, Alabama

DATES: 12:00 noon May 28, 1978
to
12:00 noon May 30, 1978

RATES: $54.50 single - <u>including</u> breakfast and dinner.

CONTACT: Anita Barber
(205) 832-5085
<u>by May 22, 1978</u>, if you think you will be able to attend.

Hope you can make it.

SA

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

MEMORANDUM April 27, 1978

TO: Staff Development Task Force
Communications Task Force

FROM: Dave Jesser

SUBJECT: Possibility of Joint Meeting

Due to a variety of circumstances, several members of the two Task Forces noted above have suggested the need for a joint meeting (similar to the one held in Los Angeles) prior to the conclusion of the current State Plan Development projects.

The need for such a meeting, based on several discussions, really is one of insuring a high degree of continuity between the previous CCSSO sponsored projects and any future ones that might be funded. Assuming that there will be a CCSSO sponsored CE project next year, the need, in terms of continuity of effort, is obvious.

On the other hand, should it develop that there would be no CCSSO sponsored project, a general meeting of these groups would seem to be vital to the future of nation-wide career education efforts.

The possibility of such a meeting, when it was suggested to me, made a lot of sense. I pointed out, however, that the CCSSO project did not have funds with which to cover the travel for such a meeting.

With the above paragraph in mind, I would like to ask members of the Task Forces:

- Is there a need for such a meeting?
- If such a meeting were scheduled, could your budget cover travel expenses?
- If such a meeting were scheduled, would the dates of May 25-27 be appropriate? (If not,

/more/

what other dates would be better? _____
_____.)

- Gulf Shores, Alabama and Hot Springs, Arkansas have been suggested as possible sites. Do you have any preference?

Please give me a call. (Or if I'm not in, give the information to Diane.)

Thanks!

FOR YOUR INFORMATION

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

MEMORANDUM

April 25, 1978

TO: Chief State School Officers and
State Coordinators of Career Education

FROM: Dave David L. Jesser

SUBJECT: Informational Items

- Item: Status of Career Education Appropriations

During recent weeks the concerns of all of us have had much in common, but the primary concern has been related to the status (or lack thereof) of funding for PL 95-207.

With regard to the status of possible funding, about all that can be said is that, from all reports we have received, the Appropriations Subcommittees and Congress itself are very much aware of the high degree of interest in the appropriation of funds that would support PL 95-207. Letters, telegrams, phone calls, personal visits, and public testimony have all contributed to the development of such awareness.

A current update is contained in the April 18 issue of Education and Work.

- Item: Staff Development Activities

The recent CCSSO sponsored staff development work conference (Hartford, Conn.) was, from the feedback received, quite successful. State Coordinators who were in attendance received copies of three documents:

-- Oklahoma Resource Directory
-- C.E. Resource Identification and Utilization
-- Evaluating Management Functions

Coordinators who were unable to attend have been (or will be) mailed copies of the latter two, and may request a copy from Janelle Kirby (OK Coordinator).

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Additionally, we are enclosing with this memorandum [*Coordinators only*] a copy of the Utah "rules and regs", courtesy of Lynn Jensen. [A draft of this was presented at the Hartford meeting, and those present all indicated a desire to have a copy. If you find it useful, you might drop a line to Lynn.]

- Item: State Activities

During the past several weeks (and during the coming weeks) state career education conferences have been (or will be held) in a number of states, including Alabama, Arizona, California, Florida, Illinois, Kansas, Mississippi, Montana, and Wisconsin.

In those states where conferences have been held, the response and reaction has been extremely positive. [*A copy of remarks made to the Illinois conference is enclosed with the Coordinators' mailing. Feel free to use it as seems appropriate.*]

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

March 10, 1978

MEMORANDUM

TO: State Coordinators of Career Education

FROM: Dave Jesser

SUBJECT: Staff Development Work Conference

As you are aware, the Staff Development Task Force of our project has designed and scheduled a work conference on Management and Planning/Evaluation.

We have developed a fairly firm agenda for the conference, and are enclosing a copy with this memorandum. The consultants are top notch, and the presentations will be geared specifically to identified needs. In short, the Task Force has done a good job for you, and we all certainly hope it will be possible for you to attend and participate.

The details once again are:

April 6-7, 1978
Howard Johnson's Conference Center
Windsor Locks, Connecticut
(Bradley Field -- Hartford, Ct.).

You know, of course, that there are no project funds that could be used to help defray expenses. We regret this, but hope it will not prevent you from attending.

Hope to see you on the 6th.

Enclosure

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

MEMORANDUM March 8, 1978

TO: Chief State School Officers and
State Coordinators of Career Education

FROM: Dave David L. Jesser

SUBJECT: Informational Items

Since the last issue of News & Notes inquiries about possible funding for PL 95-207 (The Career Education Incentive Act) have been made at what seems to be an ever increasing rate. Obviously, the topic remains one of more than a usual amount of interest.

Because of the high degree of interest, several of the following paragraphs are given over to various developments relating to possible funding. Other paragraphs will be more concerned with developments and/or happenings in some of the states, while still others relate more directly to project activities.

- Item: "Mail by the Ton" .... in support of funding for PL 95-207, has been received in the offices of the Senate and House Labor/HEW Subcommittees. It is of course too early to determine what the effects of the volume of mail might be, but, according to several sources, "it certainly won't hurt anything."

- Item: The Council of Chief State School Officers .... at its recent Legislative meeting (March 5-6) accepted the recommendation made by the Committee on Legislation that calls for full funding of PL 95-207. Again, the effects of this action remain to be seen, but it seems reasonable to assume that it will certainly help.

- Item: The CCSSO Committee on Career Education .... met on Sunday, March 5, in conjunction with the Legislative meeting. Committee members present were James Graham, Chmn. (KY), Wayne Teague (AL), W. E. Campbell (VA) and LeRoy Hirst (representing Elaine Cadigan, Guam). Also present for the meeting were Ian Court (PR), Doug Dopp (CT), Frank Hartmann (MI), Ken Hoyt (OCE), and Dave Jesser (CCSSO).

  During its meeting, the Committee:

  --Agreed to recommend that the Legislative Committee (CCSSO) support full funding for PL 95-207.

/more/

--Endorsed the Staff Development Work Conference for State Coordinators for Connecticut on April 6-7, 1978.

--Indicated a desire to explore the possibility of Council involvement in development of up-dated career education film

--Agreed that the Committee should meet next at a breakfast meeting during the Commissioner's Conference.

- Item: Plans for the Staff Development Work Conference .... are beginning to take shape. Saul Dulberg, the host Coordinator, has promised to do his best to see that the weather is fine, and that all participants will return home knowing they (1) accomplished a lot; and (2) enjoyed themselves.

  As indicated earlier, the primary topics will be related to Management and Planning/Evaluation. In addition, a special sessi is being scheduled around the general topic, "How States Might Distribute Funds in Accordance with PL 95-207."

  [Additional details are being sent by Saul Dulberg.]

- Item: Several Articles or Announcements .... relating to various facets of career education have been received recently. We think several will be interesting and useful to State Coordinators, and have enclosed them in the Coordinators' mailing.

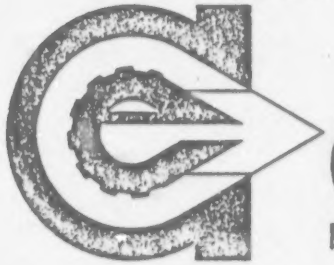
- Item: A Summary of a Recent Survey .... on the status of career education and State Coordinators has been mailed out by Jenne Garvey (NB). Our congratulations to Jenne and her colleagues for gathering, analyzing, and reporting this information.

- Item: By Proclamation of the Governor .... the week of March 26-31, 1978, is Career Education Week in the State of Alabama. Governor Wallace is certainly to be commended for his action, as is Anita Barber, whose leadership in career education has played a large part in making this happen.

Announcing Career Education's Mini-Conferences

Career Education is your job, too! Classroom teachers are especially invited to attend and learn more about Alabama's Career Education program at our one-day mini-conferences scheduled for the following dates and places:

February 23	East Elementary School 608 4th Avenue, S.E. Cullman, Alabama
March 2	Patrick Henry State Junior College Highway 21, South Monroeville, Alabama
March 7	Enterprise State Junior College U.S. Highway 84, East Enterprise, Alabama
March 9	Bessemer State Technical College Highway I-59 Bessemer, Alabama
March 23	Northeast Alabama State Junior College Highway 35 Rainsville, Alabama



Career Education

From learning to earning, CAREER EDUCATION is the key.

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/OVER/

Program Schedule:

3-4 pm — Registration
4-4:20 pm — General Session
4:20-5:20 pm — Interest Groups
5:30-6:30 pm — Participants rotate interest groups
6:30-7 pm — General Session

Main Topic/General Session — Alabama's state plan for CAREER EDUCATION and its relationship to local educational agencies within the state.

Interest Group Topics:

1. The counselor's role in career education
2. Infusion of CAREER EDUCATION into the elementary curriculum
3. Experience-based CAREER EDUCATION
4. The administrator's/supervisor's role in CAREER EDUCATION
5. Relationship of human/material resources to classroom activities
6. The secondary school teacher's viewpoint; infusion of CAREER EDUCATION into subjects such as: art, music, science, math, English, physical education and ETV
7. Infusion of CAREER EDUCATION into middle school curriculum
8. The relationship of post-secondary institutions with CAREER EDUCATION in elementary and secondary schools

(presenters include experts from related fields, including: The Alabama Information System, The Alabama Occupational Information System, and The Educational Television Network)

Program presenters will be representatives from state and federally-funded CAREER EDUCATION projects.

Sponsored by The Alabama State Department of Education

Don't forget our State Conference in Montgomery, March 29-30.

"From learning to earning, Career Education is the key."

Career Education
Alabama State Department of Education
Career Education Section
111 Coliseum Boulevard
Montgomery, Alabama 36109

A LINEAR INPUT STRUCTURAL TECHNIQUE

After years of hacking through etymological thickets at the U. S. Public Health service, an official hit upon a sure-fire method for converting frustration into fulfillment (jargonwise). Euphemistically called the Linear Input Structural Technique, the system employs a lexicon of 30 carefully chosen "buzzwords":

Column 1	Column 2	Column 3
0. integrated	0. management	0. options
1. total	1. organizational	1. flexibility
2. systematized	2. monitored	2. capability
3. parallel	3. reciprocal	3. mobility
4. functional	4. digital	4. programming
5. responsive	5. logistical	5. concept
6. optional	6. transitional	6. time-phase
7. synchronized	7. incremental	7. projection
8. compatible	8. third-generation	8. hardware
9. balanced	9. policy	9. contingency

The procedure is simple. Think of any three-digit number, then select the corresponding buzzword from each column. For instance, number 257 produces "systematized logistical projection," a phrase that can be dropped into virtually any report with that ring of decisive, knowledgeable authority. "No one will have the remotest idea of what you're talking about," says the official. "But the important thing is that they're not about to admit it."

I KNOW YOU BELIEVE YOU UNDERSTOOD WHAT YOU THINK I SAID, BUT I AM NOT SURE YOU REALIZE THAT WHAT YOU HEARD IS NOT WHAT I MEANT.

OME WORDS YOU SHOULDN'T USE . . . The National Council of Teachers of English has nnounced the winner of its 1977 Doublespeak Award. The award was given to the face- ss Pentagon officers who used "radiation enhancement weapon" for the bomb that kills verything living within its range but leaves buildings and other property intact. ymanize? U. S. Commissioner of Education Ernest Boyer attests that one of his staff embers used that word to mean simplifying the language. "Ugh, shudders," said Dr. oyers. A new candidate for the list of most abused and misused words is "conferencing." ther words most abused and misused, ranked by their endurance and persistence despite fforts to uproot them, are as follows:

1. Viable
2. Parameters
4. Thrust
5. Hopefully
7. Prioritize
8. Parenting

FOR YOUR INFORMATION

National Association for Industry-Education Cooperation

235 HENDRICKS BOULEVARD • BUFFALO, NEW YORK 14226

CUTIVE COMMITTEE

DENT
ALD M. CLARK

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E McSWAIN
ICAN FOREST INSTITUTE

URER
ERT E. VARNERIN
FACTURING CHEMISTS ASSOCIATION

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ICAN IRON & STEEL INSTITUTE

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DEN NTY INDUSTRY-EDUCATION
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DORE G. WAHLER
HERN COLORADO EDUCATIONAL BOARD
OPERATIVE SERVICES

MOND A WASIL
OF OHIO DEPARTMENT OF EDUCATION

Dear Colleague:

The need for developing an effective industry-education alliance continues to be a national priority. Publications and professional conferences in recent months have highlighted the efforts underway to bring the marketplace and education into phase, particularly in the area of the school-to-work connection.

NAIEC has assumed an increasing leadership role in the industry-education cooperation movement nationally. Association members are in the vanguard of program development focusing on the collaborative efforts of business, education, labor and government.

I am inviting you to become a member in NAIEC and share in its growth and development in the months ahead. The Association offers opportunities in professional development, special publications, a comprehensive newsletter, an annual convention with a membership discount, regional I-E conferences, technical on-site assistance, local chapter activities, voting privileges, participation in NAIEC committee projects, and an annual awards program. NAIEC represents your interests at national forums on community based/collaborative programs.

Our membership trebled in 1977, a reflection of the need for NAIEC leadership and services in industry-education cooperation. I would appreciate your participation in our organization's mission by completing the attached membership form and returning it to me. Also, I am confident your associates will find NAIEC a responsive clearinghouse for their I-E programs and projects.

Your suggestions and participation in the Association will bring new dimensions to our important work in industry-education cooperation. I hope to meet you at our Springfield, Mass. Convention, April 20-22, 1978.

Best personal regards,

Don Clark

Donald M. Clark
President
716/278-5760

DMC:bt
Enc.

RESOURCES FOR GIS AND CAREER EDUCATION FUNDING

NATIONAL AND STATEWIDE SOURCES

Although several national sources are available, in almost every instance there are representatives of these national agencies or organizations in your own state who can aid you in your efforts.

Source #1. The United States Office of Career Education

The United States Office of Career Education has had funds available under Sections 402 and 406 of Public Law 93-380; and if the President and Congress assign from the Federal budget appropriations designated in recently signed Public Law 95-207, entitled The Career Education Incentive Act, funds will continue to be available.

Type of Projects Funded

These funds will be most applicable if you are trying to provide career education in-service training programs for your teachers, counselors, and administrators; or if you are trying to implement career education in your system for the first time.

For Further Information

To learn more about these funds, contact your State Department of Education located in your state's capitol; and ask to speak with the State Coordinator for Career Education Programs.

Source #2. The United States Office of Education

The United States Office of Education under Public Law 93-380 (The Elementary and Secondary Education Act of 1965) Title IV, Part B. Under this legislation funds are made available to local education agencies to provide programs of guidance and counseling services to advise students as to appropriate courses of study as well as types of vocational, educational, and occupational opportunities available to them.

Type of Projects Funded

Funds from this source have been used to obtain testing materials and provide materials and resources, both printed and visual, for career education projects and resource centers.

For Further Information

To learn more about these funds, contact your State Department of Education located in your state's capitol; and ask to speak with the State ESEA Title IV B Coordinator.

Source #3. The United States Department of Labor

The United States Department of Labor currently is offering funds under Title III, Part C of the Youth Employment and Training Program. Under this legislation local Prime Sponsors are designated to set aside for a period of sixty days a minimum of 22% of the funds they receive for use by education agencies wishing to provide "transition services" (such as guidance and counseling, career education, or courses leading to a high school equivalency certificate) to CETA participants. If local education agencies do not apply for this money within the specified period, the money will revert back to the Prime Sponsor for distribution.

Type of Funds Provided

These funds would probably be most applicable if your career education project intended to serve individuals who fall within your local Prime Sponsor's designated target population. Based on past funding trends, it is more likely that CETA would fund monies to help you staff a career program or resource center than they would to equip your school system with materials and supplies.

//more//

Source #3. The United States Department of Labor (continued)

For Further Information

To learn more about these funds, contact your state Manpower Services Council (whose number can be made available to you through the Governor's office in your state's capitol). If you decide to seek monies from CETA, a booklet entitled A Guide to Seeking Funds from CETA, available from the U.S. Government Printing Office in Washington, D.C. (Stock No. 029-016-0049-6), would prove most useful to you.

LOCAL SOURCES

In searching for sources of funding for a career education project, do not overlook resources available to you within your own community. They often can respond more immediately and require less time-consuming reporting procedures than state and federal agencies.

Source #4. National Alliance of Businessmen

The National Alliance of Businessmen sponsors a program entitled Career Guidance Institutes, which may be applied for at any time during the year.

Types of Projects Funded

These funds would be most applicable for your project if you were attempting to broaden your personnel's knowledge of and interaction with leaders of businesses and industries within your community or geographic area.

For Further Information

For further details concerning Career Guidance Institutes, contact your National Alliance of Businessmen's office located in the capitol city of your state (the number will be available through the information operator).

Source #5. Local Groups

Very often organizations such as Kiwanis, Chambers of Commerce, Lions Clubs, PTOs, Student Governments, and local businesses can be key to getting your program off the ground and helping to insure its long-term success.

Types of Funds Provided

When you are trying to start a career education project, it is not always possible nor desirable to receive large lump grants; for they are usually of a limited duration—whereas, groups such as those mentioned above might be willing to provide more ongoing support. NOTE: REMEMBER THAT RESOURCES SUCH AS CONTACTS, VOLUNTEER TIME, PUBLIC RELATIONS SUPPORT, AND DONATED MATERIALS ARE JUST AS IMPORTANT AS DOLLARS THEMSELVES.

For Further Information

Contact the leaders of any one of these organizations. Their numbers are available within your telephone directory.

"GIS SPOKEN HERE" is a publication of Time Share Corporation. Comments and inquiries may be addressed to:

Kathleen Monaco, Editor
Linda Kobylarz, Product Manager

Time Share Corporation
630 Oakwood Avenue
West Hartford, CT 06110

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

MEMORANDUM February 23, 1978

TO: Chief State School Officers and
State Coordinators of Career Education

FROM: Dave David L. Jester

SUBJECT: Informational Items

During the past few weeks, a primary concern among State Coordinators has been with the possibility of securing appropriations for authorizations contained in P.L. 95-207, the Career Education Incentive Act of 1977. The concern of Coordinators continues, and, to judge from quite a few of the calls this office has received, the concern is shared by many Chief State School Officers and State Boards of Education.

The status of P.L. 95-207, with regard to possible appropriations, is discussed in the following paragraphs, as are other activities related to the total project effort.

- Item: Letters and Other Messages Requesting Appropriations for P.L. 95-207 .... are being received by many members of Congress, according to word received in this office. However, Niel Carey recently had a conversation with a Congressional staff person, and according to Carey, the information contained in recent issues of Higher Education Daily (Feb. 8) and Education and Work was quite accurate. At that time, neither of the two Subcommittee Chairpersons (Rep. Daniel Flood-PA and Sen. Warren Magnuson-WA) had received many expressions supporting or encouraging funding for P.L. 95-207.

Since that time, however, letters of support have been increasing in number, according to information we have received. Efforts of State Coordinators, State Advisory Councils, and concerned citizens are no doubt largely responsible for the increase, and we would like to call your attention to the three enclosed (Coordinators' only) documents dealing with P.L. 95-207. They are representative of the efforts, and should be of interest to Coordinators.

- Item: A Staff Development Work Conference .... for State Coordinators and State Planning Project Directors has been scheduled for April 6-7. The work conference will deal with "Using a Systems Approach in Managing State Level CE Programs" and "Planning/Evaluating CE Efforts." William (Bill) Cook, Chairperson of the Alabama Advisory Council, will work with participants in the area of management, while Mac McCaslin and Kay Adams, of the National Center for Vocational Education, will work with participants in the area of planning/evaluation.

//more//

DETAILS

Dates: April 6-7

Times: 9:00 am, April 6 -- 4:00 pm, April 7

Location: Howard Johnson Conference Center
Winsdor Locks, Connecticut
(Shuttle service from Hartford Airport)

Rates: $24.00 Single
$30.00 Double

Reservation cards and brochures will be sent out in a few days. Meanwhile, Coordinators and Directors may want to check with American Airlines and United Airlines concerning the greatly reduced airfares that go into effect the latter part of March. (Other airlines may have similar special fares.)

- Item: State Conferences on Career Education .... have been scheduled in several more states, including Alabama (March 29-30), Kentucky (week of April 3), Illinois (April 13-14) and Arizona (April 23-25). Coordinators who are in the general area of the conferences are encouraged to attend if other circumstances permit. [Previous mention has been made of state conferences in Kansas and Montana.] Check with the host Coordinator for further information.

- Item: "Putting Youth on Course" .... is the title of a recent editorial comment in U.S. News & World Report (Feb. 6, 1978; p. 76). Written by Marvin Stone, the editorial is supportive of the Career Education Incentive Act. The information included in the article should be of great interest to Coordinators, Advisory Councils, and all others concerned with career education.

The Career Education Incentive Act

FOR YOUR INFORMATION

Full funding of P.L. 95-207, the Career Education Incentive Act, is needed immediately if Maryland and other states are to carry out the clear intent of Congress in making career education available to all students.

The youth in Maryland have indicated a need for more systematic help in exploring careers, developing better career awareness, making post high school plans, finding jobs and careers, and in decision making skills. The needs of the youth of Maryland are consistent with the expressed needs of American youth as evidenced by recent research studies.

This law, the only major legislative attempt to bring education in focus with preparation for work, has raised the expectations of youth, business and industry, parents, community leaders, and organizations. The law's enactment, as evidenced by the President's speedy signing, has accelerated the hopes of the American people. They are grasping for concrete ways to make work a planned, systematic, relevant experience and are simutaneously hoping that early planning will have a long time positive effect on the elimination of high unemployment.

The Career Education Incentive Act is consistent with one of the President's expressed priorities--the elimination of unemployment. It supports the existing legislation for handicapped and is a realistic support measure for the Youth Employment Training Program which stresses employment and career planning for a segment of the population. The Career Education Incentive Act will offer all students in the 16,000 school systems the opportunity to have qualitative career planning and systematic career preparation. This short term Federal commitment will assist the states in long term implementation.

In the State of Maryland, the second Five Year Plan for Career Education has just been developed, and was adopted by the Maryland State Board of Education in January, 1978. A Career Education Unit within the Department of Education has been staffed and the State Superintendent of Schools, in The Mission of Schooling, has listed the world of work as one of the priority areas of the state's educational system. Like Maryland, all states are in the process of completing two years of intensive development of five year state plans. The full funding of 95-207 is badly needed to carry out the statewide implementation of career education for all youth. Without funding, two years of planning and massive human effort will be wasted, and the hopes of youth and adults of this great state and country will be tragically diminished.

The Maryland State Advisory Council on Career Education urges your support for full funding of 95-207 as it seeks to:

.address all youth including those with special needs
.insure that education at every level will be closely related to the world of work
.provide students with means for the acquisition of career exploration and decision making skills that are so urgently needed
.offer the first comprehensive program for life long career development by also addressing the post secondary area
.recognize the importance of work in our society
.mobilize a career education program that will reach all students
.assure trained leaders to perpetuate the purposes and intention of the A
.facilitate the collaborative relationship of the school and community
.provide a means to maximize the use of dwindling resources
.help local education agencies in developing sound local career education programs
.address career guidance, counseling and placement needs of students
.foster the development of career resource centers
.bring the school and community together for the utilization of resources

In the interest of the needs of youth of the State of Maryland and the expressed interest of the Maryland citizens to meet the needs of the Maryland school age youth, we, the members of the State Advisory Council on Career Education, express our faith in the provisions of the Career Education Incenti Act, P.L. 95-207, and strongly urge support for the Act to be fully funded.

State of Arkansas
DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION
JIM DUPREE, WELDON, CHAIRMAN
WAYNE HARTSFIELD, SEARCY, VICE CHAIRMAN
MRS. JAMES W. CHESNUTT, HOT SPRINGS
JOHN B. CLARK, FORREST CITY
T. C. COGBILL, JR., STAR CITY
DR. ELLIS GARDNER, RUSSELLVILLE
HARRY A. HAINES, BLYTHEVILLE
ROBERT L. NEWTON, WARREN
WALTER TURNBOW, SPRINGDALE
A. W. FORD
DIRECTOR

STATE EDUCATION BUILDING
LITTLE ROCK, ARKANSAS 72201
TELEPHONE
371-1461

February 14, 1978

FOR YOUR INFORMATION

Dear Colleague:

Response Requested

Judging from my correspondence and phone calls for the past several weeks, the number one question of career education supporters relates to possible appropriations that would support Public Law 95-207, the Career Education Implementation Incentive Act. There is apparent confusion about funding, and I hope this memorandum will clear up some of the questions.

I want to thank you for your continued support and work, even to the point of personal sacrifice, to get an authorization bill through Congress. There is no way to adequately express the gratitude on behalf of all who will benefit for the personal actions taken to not only write letters and get others to write, but to use personal resources to appear at hearings in behalf of concepts that you believe in.

However, the job is not completed and we could lose all that has been gained in the next few weeks unless an appropriation bill to fund PL 95-207 is introduced. Letters of support for such funding should come now. The next few days are crucial to any future funding of career education. Also, I do not need to remind you that letters from educators do not count as heavily as letters from people outside education and without a direct vested interest. I hope you will share the information in this memorandum with advisories and others to show as much support as possible.

Letters should be addressed to the chairmen of the appropriate Committees of the House and Senate with carbon copies to your Senators and Representatives.

Senator Warren G. Magnuson, Chairman, Subcommitee on
Labor, Health, Education and Welfare of the Senate Appropriations
Committee,
Room 1235
Dulles Senate Office Building
Washington, D. C., 20202

AN EQUAL OPPORTUNITY EMPLOYER

Representative Daniel J. Flood, Chairman, Subcommittee on
Labor, Health, Education and Welfare of the House Appropriations
Committee
Room 2358
Rayburn Office Building
Washington, D.C., 20202

I have been receiving information from the offices of these committee chairmen that indicates they are currently disappointed in the apparent lack of interest being expressed. I think most of us have held back waiting on the best timing and that time is now.

I am enclosing a summary of the major provisions of PL 95-207 for your information. I will not go into a long explanation in addition. Instead, I will focus on what the statues of appropriations is today.

* The Administration budget request includes, under the Special Projects Category, the amount of $10,135,000 for Career Education. The Administration request does not include any funds for PL 95-207.

The amount requested by the Administration for FY 79 (October 1978-Sept. 1979) is indentical with the amount appropriated for FY 78. If the amount requested by the Administration actually becomes the amount appropriated, there would be, for all intents and purposes, a continuation of the demonstration project program authorized by Section 406 of PL 93-380 with no guarantee to any states or local schools.

* It would appear that any funding for PL 95-207 will have to be initiated by Congress.

* Some of you have received letters from John Shirley or Nancy Losekamp concerning letters of support for PL 95-207 (copy included). The time is now.

Sincerely,

E R Mackey

Emil R. Mackey, Supervisor
Career Education

ERM/fs

INDIANA CAREER RESOURCE CENTER

1201-09 S. Greenlawn • South Bend, IN 46615 • 219/289-2851

February 21, 1978

FOR YOUR INFORMATION

The Honorable John Brademas
House of Representatives
1236 Longworth Building
Washington, D.C. 20515

Dear Congressman Brademas:

This letter is a follow up to the question I asked you in the Nishawaka Library on February 18, 1978. I want to convey to you my applause for your willingness to support the establishment of a national Office of Career Education. Unlike many national offices, the staff of OCE is exceptionally responsive to expressed need for assistance any time I have made inquiries. I applaud you as well for your subsequent authoring and support of the law for Career Education Implementation recently signed by President Carter.

The youth of Northern Indiana will surely benefit from those decisions as the concept is implemented in this state. I realize we are not leading in efforts of state planning and support, but the contents of this Act are a logical and important next step toward Career Education for all. As you know, the bill contains a termination date for federal support and a gradual sharing of costs by the states during the five year implementation period.

I have continued to review the increasingly available information from the past three years' national demonstration projects. The results, although inconclusive, seem to indicate that youth who participate in career education activities significantly improve in career awareness; in the acquisition of skills in reading, writing, and arithmetic; in the ability to improve career decision-making; and in improved self-awareness. This is the type of education I would like to have the schools offer my teenaged son.

Since you have loyally authored and supported the legislation as an important new piece of support for education, I urge you to provide the same boost to appropriations for the full-funding of the Career Education Incentives Act. Would you please share a specific written message among your colleagues in Congress and on the appropriations committee outlining your reasons for wanting Career Education implemented? I feel your message would be helpful to those who have not followed the effort as closely as you for these past four or five years.

Since I own land and property in both LaPorte County and in South Bend, have lifelong friends in both locations, and intend to do all I can to improve educational offerings in these area public schools - and especially at Indiana University at South Bend - I stand ready to assist you with this and other legislative matters.

Sincerely,

Gerald O. Dudley, Ph.D.
Director

GD:db

cc: Dr. Kenneth Hoyt
Dr. Dave Jesser
Nancy Losekamp
Eldon Ruff
Floyd Urbach
Archie Bradford
Paul Smith
Jim Meuninck
Betty Morrison
Jan Barcus

ED 140 028 95 CE 011 306

Jesser, David L.

Planning and Change: Essential Considerations and Fundamental Relationships

Council of Chief State School Officers, Washington, D.C.
Sponsoring Agency -- Office of Education (DHEW), Washington, D.C.
Publication Date -- April, 1977
Grant -- G007604390
Note -- 23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors -- Career Education, *Change Strategies, *Educational Change, *Educational Planning

Broad scale implementation of the career education concept will be increased if the processes of planning and change are fully understood and utilized by practitioners. Change occurs with or without planning. The major purpose of planning is to bring about some needed and agreed upon change designed to correct or improve upon an existing situation. Appropriate planning provides for collection and analysis of data makes possible an orderly and systematic procedure for achieving change, identifies goals and objectives, and identifies feasible alternative courses of action. For effective and meaningful planning and change, the relationships between the two processes must be carefully considered. Planned change requires at least three fundamental components: Analysis of "what is" and identification of discrepancies between "what is" and "what should be," planning or designing of procedures to reduce the discrepancies, and provisions for implementing and evaluating the plans. Organizations should direct special attention to awareness and need, collection and analysis of data, determination of defensible alternative procedures, development and testing of plans, and dissemination of worthwhile practices. In addition to understanding the interrelationships of change and planning, educational organizations must consider the relationship of many environmental factors to change, including attitudes, technology, legal constraints, role of leadership, evaluation, and sources of change. (LMS)

Address inquiries to: Dr. Marla Peterson
Center for Vocational Education
The Ohio State University
Columbus, Ohio 43210

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

February 9, 1978

MEMORANDUM

TO: Chief State School Officers and
State Coordinators of Career Education

FROM: Dave David L. Jesser

SUBJECT: Informational Items

Judging from the number of calls and questions we have received during the past week, the number one concern of State Coordinators still relates to possible appropriations that would support P.L. 95-207, the Career Education Incentive Act.

There apparently is still some confusion about funding, but we hope our last issue of News & Notes might have helped to reduce it. To more or less recap, we should note that the Administration budget request includes, under the Special Projects category, the amount of $10,135,000 for Career Education. The Administration request does not include any funds for P.L. 95-207.

With the above thoughts in mind, it would appear that any funding for P.L. 95-207 would have to be initiated by Congress.

- Item: State Coordinators .... have no doubt received letters from either Nancy Losekamp, John Shirley or Barbara Preli concerning the overall appropriations procedures. And Jack Ford, as a member of the Communications Task Force, has duplicated and distributed one of the letters. State Coordinators will want to take note of the letters, and will want to review them with appropriate state education agency personnel.

- Item: Some 700 Grant Applications .... for career education demonstration projects have been received, according to the Office of Career Education. The process of reading and rating them has begun, and will continue throughout the month of February. [Note: We should all remember that the process only begins with the readers; there is much more to it. With this in mind, it is not likely that any news concerning proposals will be forthcoming in the near future.]

- Item: Career Education Materials .... for Spanish speaking populations have been developed and produced by the Department of Public Instruction of Puerto Rico. Coordinators in states having significant numbers of Spanish speaking students may want to contact Zorraida Torres and ask if single copies could be made available.

/more/

Of particular interest (to me) are the following:

--Aprendiendo a ser, which is a nicely prepared booklet designed to provide the reader with information about career education. A question and answer technique is used.

--Educacion hacia el mundo del trabajo, which is another booklet designed to acquaint the reader (student) with career education.

--Juguemos a los trabajadores, which is a model career education instructional game designed to be used in grades K-3.

- Item: Attention of State Coordinators .... is again called to the several regional workshops for administrators and school board members serving small school districts. The ultimate goal: To help small school districts plan and implement the career education concept.

The schedule:

Atlanta, Feb. 14-16 -- contact Ronald Kowalski, AASA, 1801 N. Moore St., Arlington, VA 22209 (703/528-0700)

Portland, Ore., Mar. 14-16 -- contact Tom Summerville, Multnomah County, P.O. Box 16657, Portland (503/255-1841)

DeKalb, Ill., Apr. 14-16 -- contact Walter Bishop, Dept. of Education, No. Illinois Univ., DeKalb (815-753-1463)

Reading, Pa., May 5-7 -- contact Dan Rohrbach, Bucks County IU 14, RD 1, Box 602, Leesport, PA 19533 (215/378-1671)

- Item: The December Issue of Focus .... which is published by the National Association of State Boards of Education, contained a very nice "Guest Editoria about career education. We have duplicated it, and are enclosing a copy in the Coordinators' mailing.

- Item: State Coordinators and Advisory Councils .... are always interested in policy development, and in those policies which have been adopted by others. NASBE has developed and adopted a position statement in support of its continui policy on career education. A copy is included in the Coordinators' mailing.

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

January 31, 1978

MEMORANDUM

TO: Chief State School Officers and
State Coordinators of Career Education

FROM: David L. Jesser

SUBJECT: Informational Items

During recent weeks, and especially since the reconvening of Congress, there have been many questions about possible appropriations in support of career education. The answers we have may not be completely satisfying, but at least we will provide some.

At the same time, we want to bring you up to date on project activities, including tentative plans for the projected staff development work conference.

And last, we want to use this memorandum as a vehicle to inform you about recent activities in several states.

- Item: The 1979 Budget .... as proposed by the Administration contains a request for $10,135,000 for Career Education. (See Education Daily, January 24, 1978, p. 8).

  The amount requested by the Administration for FY 79 is, of course, identical with the amount appropriated for FY 78.

  If the amount requested by the Administration actually becomes the amount appropriated, there would be, for all intents and purposes, a continuation of the demonstration projects program authorized by Sec. 406 of P.L. 93-380.

- Item: The Administration Budget Message .... as sent to Congress, requested no funds for support of the Career Education Incentive Act (P.L. 95-207).

  According to a report in Education Daily (January 25, 1978), Ms. Cora Beebe, director of planning and budget in OE, indicated that the Administration decided not to fund the new career education program because "We still want to flesh out the (career education) concept."

- Note: The Administration's Position .... with regard to career education is consistent with the administration position that was presented at the public hearing on S.1327 (the Hathaway Bill) last summer. When this is considered, the Administration's action should not be surprising.

/more/

However, the lack of an Administration request for funding of P.L. 95-207 may well cause both CSSOs and State Coordinators to raise other concerns. In this regard, State Coordinators may want to consult with their Federal Legislative Liaison Representatives and review the entire appropriations process. As this is done, meaningful decisions concerning future activities can be made.

- Item: The Staff Development Task Force .... at a recent meeting, identified two areas in which a need for assistance (for State Coordinators) was perceived: Program Management, and Planning and Evaluation. As one way to provide assistance, the Task Force suggested that a two-day work conference be scheduled for the last of February or the first part of March. However, because an EBCE meeting is scheduled from February 27 - March 2, 1978, it has been decided to postpone the Staff Development Conference until the latter part of March. No decision has been made as to specific time or place. (This will be communicated by the first of March.)

- Item: Materials for the Staff Development Session .... are being prepared by Mac McCaslin and Kay Adams of the Center for Vocational Education. Both Mac and Kay have asked that State Coordinators who have developed materials for use in Program Management, or Planning/Evaluation forward copies to them. Program Management materials should be sent to Mac, while Planning/Evaluation material should be sent to Kay. Their address:

  The Center for Vocational Education
  1960 Kenny Road
  Columbus, Ohio 43210

- Item: Activities in Many States ... indicate a continued, if not increasing, interest in career education. A few examples follow.

  From Connecticut, Saul Dulberg reports that he is in the process of preparing individual responses to some 164 career education plans from local school districts. And this is from a total of 165 districts!

  In Maryland, Niel Carey indicates that the State Board of Education last week gave its approval to the Maryland State Plan, and at the same time gave strong verbal support to implementation efforts.

  And in San Diego, California, the first state-wide IEC Conference on Career Education was held, with over 2,500 people in attendance. Hank Weiss, Paul Peters and everyone who was connected with the planning are certainly to be commended. The conference was very well organized, and the content was excellent.

  And last but not least, Lynn Jensen has just informed us that the Utah Legislature has enacted legislation for career education. Lynn has indicated that he will furnish us with a copy of the Bill. We will duplicate it and send it out with the next News & Notes.

- Item: Other States .... would like to learn about actions and activities in your state. Send or call any such information to me.

MAIL-O-GRAM

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
ACCOUNT NUMBER 160-515

12/13/77

TO: ALL STATE COORDINATORS

ACCORDING TO WORD JUST RECEIVED, THE CAREER EDUCATION INCENTIVE ACT (HR7) WAS SIGNED TODAY BY PRESIDENT CARTER.

CONGRATULATIONS

DAVE JESSER

(P.L. 95-207)

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

December 9, 1977

MEMORANDUM

TO: Chief State School Officers and
State Coordinators of Career Education

FROM: David L. Jesser DLJ

SUBJECT: Informational Items

While it is not intended as a "newsy" bit of news, the fact is that the status of the Career Education Incentive Act remains of paramount interest. But at the same time, there is more than a little interest in the meetings on the Youth Employment Act. And, there is also much interest in activities, meetings, etc., of special career education projects that have implications for State Coordinators.

Information relating to these topics is contained in the following paragraphs.

- ITEM: THE CAREER EDUCATION INCENTIVE ACT .... which of course is the title of the legislation recently passed by both Houses of Congress, is now in the final stage of the legislative enactment process. Having progressed through all of the necessary steps, it now must be signed by the President before it can become law.

  Rumors to the effect that the Act will be signed momentarily are circulating around Washington, but as of this writing, such a signing has not taken place. [A "Mail-O-Gram" will be sent to each State Coordinator when there is action by the President on the Act.]

- ITEM: MATERIALS FOR USE IN EXPLAINING THE CAREER EDUCATION INCENTIVE ACT .... have been prepared by this office, and copies have been made available to those attending the Planning Project Directors' meetings in Washington. [If State Coordinators do not have these, and if they want a copy, please give Dave Jesser a call.]

  When these materials were distributed, it was pointed out that they were originally prepared as a set of transparencies that would serve as both cues and highlights. They were not intended to present the total Act.

/MORE/

With this in mind, it is strongly recommended that a copy of the Act always accompany any use of the summary materials.

[Additionally, Coordinators will no doubt want to review the summary materials and the Act with their State Federal Legislative Liaison Representatives for two very important reasons:

--To be sure that there is some commonality of understanding as regards the content; and

--To determine what the implications of the Act are in terms of the SEA.]

• ITEM: THE FIRST OF FIVE REGIONAL MEETINGS ON THE YOUTH EMPLOYMENT ACT .... will have taken place by the time this memorandum reaches most of the Chiefs and Coordinators. The remainder will of course be held in accordance with the schedule already given.

Some State Coordinators have been invited to some of these meetings. With the help of State Coordinators such as Walter Rambo, TX, Niel Carey, MD, and Art Tartaglione, RI, we will try to keep everyone apprised of events at the regional meetings.

[Meanwhile, Coordinators who have worked out cooperative arrangements with CETA people, YEDTA, etc., are asked to send information about them to Dave Jesser.]

• ITEM: ACTIVITIES OF OTHER CAREER EDUCATION PROJECTS .... which will be of interest to State Coordinators include those of

--the National School Boards Association, which is in the process of producing a series of four films dealing with career education. Many Coordinators have already had an opportunity to interact with, or provide feedback to, Stephen H. Kreimer, who is directing the project. His address is 1055 Thomas Jefferson Street, N.W., Washington, D.C., 20007, should you want to get in touch with him.

--the American Association of School Boards, which has a project designed to create or develop an awareness of C.E. and the need for it with Regional Education Agencies. A series of meetings have been scheduled, and State Coordinators should try to attend the one nearest to them:

* San Antonio, TX, St. Anthony Hotel, January 15-17, 1978
* Atlanta, GA, Holiday Inn-Downtown, February 14-16, 1978
* Portland, OR, Jensen Beach Thunderbird Motel, March 14-16, 1978
* DeKalb, IL, Campus Center, Northern Illinois University, April 14-16, 1978
* Reading, PA, Sheraton, May 5-7, 1978.

/MORE/

Contact Dr. Walt Turner or Dr. Ron Kawolski, 1801 North Moore Street, Arlington, VA, 22209.

--the National Association of State Boards of Education, which is attempting to ascertain the extent and scope of state policies relating to career education. State Coordinators will probably be receiving a questionnaire from Ms. Phyllis Blaunstein, of NASBE.

--the Career Education Service, which is headed by Ms. Elaine Katz, with whom most are familiar. Again, Coordinators will no doubt be receiving communications from Elaine.

--the Education Commission of the States, which is also involved in an effort to acquire information about policy--and especially how it is developed. Coordinators will be getting information and questions from Dr. Gene Hensley.

• ITEM: IN KEEPING WITH THE SEASON .... it would be most appropriate to close with a variety of phrases, but certainly with equal sincerity:

HAPPY HOLIDAY SEASON!
MERRY CHRISTMAS!
FELIZ NAVIDAD!
MELE KALIKIMAKA!

And most of all, from our Hawaiian friends, is a phrase that I came to really appreciate:

MAHALO NUI LOA!

(which means Thanks very much!)

CAREER EDUCATION INCENTIVE ACT

CAREER EDUCATION
news & notes
council of chief state school officers
1201 sixteenth street northwest
washington, d.c. 20036

CAREER EDUCATION INCENTIVE ACT

AUTHORIZATIONS

ELEMENTARY/SECONDARY

FY 79	$ 50 MILLION
FY 80	$100 MILLION
FY 81	$100 MILLION
FY 82	$ 50 MILLION
FY 83	$ 25 MILLION

POST-SECONDARY

FY 79	$ 15 MILLION
FY 80	$ 15 MILLION
FY 81	$ 15 MILLION
FY 82	$ 15 MILLION
FY 83	$ 15 MILLION

CAREER EDUCATION INCENTIVE ACT

ALLOTMENTS TO STATES

....TO EACH STATE AN AMOUNT WHICH BEARS THE SAME RATIO TO SUCH FUNDS AS SUCH STATE'S POPULATION AGED FIVE TO EIGHTEEN, INCLUSIVE, BEARS TO THE TOTAL POPULATION, AGED FIVE TO EIGHTEEN, INCLUSIVE, OF ALL THE STATES....

HOWEVER

....NO STATE SHALL BE ALLOTTED FROM SUCH FUNDS FOR EACH FISCAL YEAR AN AMOUNT LESS THAN $125,000.

CAREER EDUCATION INCENTIVE ACT

SET ASIDES

From the remainder of the funds appropriated pursuant to section 4 for each fiscal year, the Commissioner may reserve:

- An amount not to exceed 5 per centum each year for the administration of this Act and for making model program grants pursuant to section 10;

- An amount not to exceed 1 per centum each year for the purpose of carrying out the information program pursuant to section 12 of the Act;

- An amount not to exceed one-half of one per centum each year for the purpose of carrying out a national evaluation of the effectiveness of programs assisted under this Act in carrying out the purposes of this Act; and

- An amount equal to 1 per centum for the purpose of making payments to the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands in furtherance of the purposes of this Act.

CAREER EDUCATION INCENTIVE ACT

STATE ASSURANCES

ELEVEN POINTS

Every State desiring to receive funds appropriated under section 4 for fiscal year 1979 shall submit to the Commissioner an application containing assurances that--

- SEA will be the agency responsible for planning the use, and administering the expenditure of funds;
- State Legislature and Governor notified;
- Prior fiscal effort will be maintained;
- State will pay for non-Federal share of costs (FY 80 ....);
- Effort to integrate career education into regular education programs will be made;
- All educational programs .... not solely vocational education;
- Career education programs coordinated by a state coordinator of career education;
- Appropriate staff will be provided;
- State plan will be continuously reviewed and amendments submitted when necessary;
- Funds will be utilized and distributed as per provisions of the law;
- At least 15% of State's grant will be used to develop and implement comprehensive career guidance services.

CAREER EDUCATION INCENTIVE ACT

USE OF FUNDS

Funds may be used only to pay the Federal share of the total costs of--

(1) employing such additional State educational agency personnel as may be required for the administration and coordination of programs assisted under this Act;

(2) providing State leadership for career education, either directly or through arrangements with public agencies and private organizations (including institutions of higher education), in--

(A) conducting inservice institutes for educational personnel;

STATE

(B) training local career education coordinators;

(C) collecting, evaluating, and disseminating career education materials on an instrastate and interstate basis with special emphasis on overcoming sex bias and stereotyping;

(D) conducting statewide needs assessment and evaluation studies;

(E) conducting statewide career education leadership conferences;

(F) engaging in collaborative relationships with other agencies of State government and with public agencies and private organizations representing business, labor, industry and the professions and organizations representing the handicapped, minority groups, women, and older Americans; and

(G) promoting the adaptation of teacher-training curricula to the concept of career education by institutions of higher education located in the State;

USE OF FUNDS

(3) making payments to local educational agencies for comprehensive programs including--

(A) instilling career education concepts and approaches in the classroom;

(B) developing and implementing comprehensive career guidance services;

(C) developing and implementing collaborative relationships;

(D) developing and implementing work experiences;

LOCAL (E) employing coordinators of career education in local educational agencies;

(F) training of local career education coordinators;

(G) providing inservice education for educational personnel, especially teachers, counselors, and school administrators;

(H) conducting institutes for members of boards of local educational agencies, community leaders, and parents;

(I) purchasing instructional materials and supplies for career education activities;

(J) establishing and operating community career education councils;

(K) establishing and operating career education resource centers;

(L) adopting, reviewing, and revising local plans for coordinating the implementation of the comprehensive program; and

(M) conducting needs assessments and evaluations; and

(4) reviewing and revising the State Plan.

CAREER EDUCATION INCENTIVE ACT

AUTHORIZATIONS
(2)

Advance Funding Required....

- No funds are authorized to be appropriated....for any fiscal year beginning after September 30, 1979, unless an appropriation was made for the immediately preceding fiscal year.

- No funds are authorized to be appropriated....for any fiscal year beginning after September 30, 1979, unless such funds are appropriated in the fiscal year prior to the fiscal year in which such funds will be obligated, and unless such funds are made available for expenditure to the States prior to the beginning of such fiscal year. (Emphasis added.)

CAREER EDUCATION INCENTIVE ACT

DECLARATIONS

- Education should prepare every individual for a suitable and preferable career.

- Career education should be an integral part of the Nation's educational process which serves as preparation for work.

- Career education holds promise of improving the quality of education and opening career opportunities for all students.

- All educational agencies and institutions should make every effort to fulfill that purpose.

  --Elementary and Secondary

  --Higher Education

  --Adult Education

  --Employment Training-Retraining

  --Vocational Education

  --Other

CAREER EDUCATION INCENTIVE ACT

PURPOSE

....TO ASSIST STATES AND LOCAL EDUCATIONAL AGENCIES AND INSTITUTIONS OF POSTSECONDARY EDUCATION, INCLUDING COLLABORATIVE ARRANGEMENTS WITH THE APPROPRIATE AGENCIES AND ORGANIZATIONS, IN MAKING EDUCATION AS PREPARATION FOR WORK....A MAJOR GOAL OF ALL WHO TEACH AND ALL WHO LEARN BY INCREASING THE EMPHASIS THEY PLACE ON CAREER AWARENESS, EXPLORATION, DECISIONMAKING, AND PLANNING....

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

December 1, 1977

MEMORANDUM

TO: Chief State School Officers and
State Coordinators of Career Education

FROM: Dave David L. Jesser

SUBJECT: Informational Items

During the past two weeks there has been considerable interest in the status of the career education legislation being considered by Congress, and there has also been, judging from telephone calls received, an equal amount of interest in various aspects of The Youth Employment and Demonstration Act (YEDPA). This memorandum is intended to provide both CSSOs and State Coordinators with current information about both.

- Item: The Conference Report on H.R.7 .... was approved by the House of Representatives on November 29 by a vote of 372-20. As the report had previously been approved by the Senate, the House Action, in effect, will cause the legislation to be forwarded to President Carter for his signature. If he signs the legislation, it will become law, and the way will be clear for the appropriations process to begin.

  A copy of the Conference Report on H.R.7 was sent to each State Coordinator last week. It is hoped that the State Coordinators have been able to share the report with their CSSO and their Federal Legislative Liaison Representative, because, for each individual state, there are important--unique--implications.

- Item: Five Regional Conferences About The Youth Employment and Demonstration Act .... have been scheduled, according to information contained in the Nov. 21 issue of Education U.S.A.

  Many State Coordinators have inquired about ways in which the YEDPA might function in concert with career education efforts, and the several regional conferences would seem to provide

/more/

excellent vehicles for State Coordinators to learn more about the Act. The scheduled conferences are as follows:

Dallas, Dec. 12-13	Atlanta, Jan. 16-17
San Diego, Dec. 15-16	Cincinnati, Jan. 19-20
Boston, Jan. 9-10	

State Coordinators, as well as Federal Legislative Liaison Representatives, may want to contact either their regional USO offices, their state CETA organization, or individual Prime Sponsors for specific details about the regional conferences.

Meanwhile, you may want to contact one or more State Coordinat who have been able to work out cooperative arrangements, or wh are in the process of doing so. These include E. Niel Carey, MD; Walter Faulkner, VT; Nancy Harris, ID; and Walter Rambo, T (If there are others who have developed cooperative arrangemen please let our office know about them.)

• Item: State Coordinators and/or State Planning Project Directors .... will be meeting in D.C. at the Washington Hilton at various times during the weeks of December 5-9 and December 12-16. Ms. Grace Watson, who is Project Officer for the State Planning Grants, has organized what promises to be a most worthwhile conference for each of the four separate groups. Of particular interest to our project office is the "overlap" day that will take place on the Wednesday of each of the two weeks (December 7 and December 14), because it will afford us --the State Coordinators, Project Directors, and me--a chance to meet together.

Additionally, Grace has invited directors of other national projects to be at the Wednesday meetings. This, in our estimation, is excellent, because several of these projects will be (or already have been) requesting specific bits of information from the State Coordinators.

95TH CONGRESS } HOUSE OF REPRESENTATIVES { REPORT
1st Session } { No. 95-816

CAREER EDUCATION

NOVEMBER 15, 1977.—Ordered to be printed

Mr. PERKINS, from the committee of conference, submitted the following

CONFERENCE REPORT

[To accompany H.R. 7]

The committee of conference on the disagreeing votes of the two Houses on the amendment of the Senate to the bill (H.R. 7) to authorize a career education program for elementary and secondary schools, and for other purposes, having met, after full and free conference, have agreed to recommend and do recommend to their respective Houses as follows:

That the House recede from its disagreement to the amendment of the Senate and agree to the same with an amendment as follows:

In lieu of the matter proposed to be inserted by the Senate amendment insert the following:

That this Act may be cited as the "Career Education Incentive Act".

DECLARATIONS

SEC. 2. The Congress declares that—

(1) a major purpose of education is to prepare every individual for a career suitable to that individual's preference,

(2) career education should be an integral part of the Nation's educational process which serves as preparation for work,

(3) career education holds promise of improving the quality of education and opening career opportunities for all students by relating education to their life aspirations, and

(4) educational agencies and institutions (including agencies and institutions of elementary and secondary education, higher education, adult education, employment training and retraining, and vocational education) should make every effort to fulfill that purpose.

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PURPOSE

SEC. 3. In recognition of the prime importance of work in our society

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1201 sixteenth street, northwest
washington, d.c. 20036

Americans, it is the purpose of this Act to assist States and local educational agencies and institutions of postsecondary education, including collaborative arrangements with the appropriate agencies and organizations, in making education as preparation for work, and as a means of relating work values to other life roles and choices (such as family life), a major goal of all who teach and all who learn by increasing the emphasis they place on career awareness, exploration, decisionmaking, and planning, and to do so in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping in such activities, including bias and stereotyping on account of race, sex, age, economic status, or handicap.

AUTHORIZATION OF APPROPRIATIONS

SEC. 4. (a) Subject to the provisions of subsections (b) and (c), there are authorized to be appropriated $50,000,000 for fiscal year 1979, $100,000,000 for fiscal year 1980, $100,000,000 for fiscal year 1981, $50,000,000 for fiscal year 1982, and $25,000,000 for fiscal year 1983 to carry out the provisions of this Act, other than section 11 of this Act.

(b) No funds are authorized to be appropriated pursuant to subsection (a) for any fiscal year beginning after September 30, 1979, unless an appropriation was made for the immediately preceding fiscal year.

(c) No funds are authorized to be appropriated pursuant to subsection (a) for any fiscal year beginning after September 30, 1979, unless such funds are appropriated in the fiscal year prior to the fiscal year in which such funds will be obligated, and unless such funds are made available for expenditure to the States prior to the beginning of such fiscal year.

ALLOTMENTS

SEC. 5. (a)(1) From the funds appropriated pursuant to section 4 for each fiscal year which are not reserved under paragraph (2) of this subsection, the Commissioner shall allot to each State an amount which bears the same ratio to such funds as such State's population aged five to eighteen, inclusive, bears to the total population, aged five to eighteen, inclusive, of all the States, except that no State shall be allotted from such funds for each fiscal year an amount less than $125,000.

(2) From the remainder of the funds appropriated pursuant to section 4 for each fiscal year, the Commissioner may reserve—

(A) an amount not to exceed 5 per centum each year for the administration of this Act and for making model program grants pursuant to section 10,

(B) an amount not to exceed 1 per centum each year for the purpose of carrying out the information program pursuant to section 12 of this Act,

(C) an amount not to exceed one-half of one per centum each year for the purpose of carrying out a national evaluation of the effectiveness of programs assisted under this Act in carrying out the purposes of this Act, and

(D) an amount equal to 1 per centum for the purpose of making

Trust Territory of the Pacific Islands in furtherance of the purposes of this Act.

(b) (1) Any funds allotted to a State under paragraph (1) of subsection (a) for which a State has not applied or for which a State application has not been approved shall be reallotted by ratably increasing the allocations of each of the States which have approved applications.

(2) If the sums appropriated for any fiscal year are not sufficient to make the allotments of the minimum amounts specified in paragraph (1) of subsection (a), such minimum amounts shall be ratably reduced. If additional sums become available during a fiscal year for which such allotments were reduced, such allotments shall be increased on the same basis as they were reduced.

(c) Notwithstanding any other provision of this Act, any State which receives, in any fiscal year, the minimum allotment prescribed under paragraph (1) of subsection (a) of this section does not have to comply with the provisions of section 6 (6) relating to staff employed at the State level.

APPLICATIONS

SEC. 6. Every State desiring to receive funds appropriated under section 4 for fiscal year 1979 shall submit to the Commissioner an application containing assurances that—

(1) the State educational agency will be the agency responsible for planning the use, and administering the expenditure, of funds received under this Act, other than funds made available under sections 10, 11, and 12;

(2) the State legislature and the Governor have been notified of the State's application for such funds;

(3) (A) the State will expend, from its own sources, for any fiscal year for which funds are received under this Act, an amount equal to or exceeding the amount which such State expended for career education during the fiscal year preceding the fiscal year for which the determination is made;

(B) the State will pay from non-Federal sources the non-Federal share of the costs of carrying out the State plan for fiscal year 1980 and for each of the three succeeding fiscal years;

(4) the State will make every possible effort to integrate career education into the regular education programs offered in elementary and secondary schools in the State;

(5) (A) the State educational agency will require that programs of career education assisted under this Act will be administered by State and local educational agencies in such a manner as to affect all instructional programs in elementary and secondary education, and will not be administered solely as a part of the vocational education program;

(B) the State educational agency will require that programs of career education will be coordinated by an individual having prior experience in the field of career education (who shall be designated as a State coordinator of career education); 132

(6) such agency will employ such staff as are necessary to pro-

education funded under this Act, including a person or persons experienced with respect to problems of discrimination in the labor market and stereotyping affecting career education, including bias and stereotyping on account of race, sex, age, economic status, or handicap, and including at least one professional trained in guidance and counseling who shall work jointly in the office of the principal staff person responsible for such administration and coordination and in the office of the State educational agency responsible for guidance and counseling, if any such office exists;

(7) such agency will continuously review the plan submitted under section 7 and will submit such amendments thereto as may be deemed appropriate in response to such agency's experience with the program;

(8) the State educational agency will comply with the provisions of section 9(b) with respect to the distribution of funds to local educational agencies within the State;

(9) the State educational agency will not allocate payments under this Act among local educational agencies within the State on the basis of per capita enrollment or through matching of local expenditures on a uniform percentage basis, or deny funds to any local educational agency if the applicable jurisdiction in which such agency is located is making a reasonable tax effort solely because such agency is unable to pay the non-Federal share of the costs of programs assisted under this Act;

(10) not less than 15 per centum of that portion of a State's grant for any fiscal year which is not reserved pursuant to section 9(b) will be used for programs described in section 8(a)(3)(B); and

(11) the funds received under this Act will be used in accordance with the provisions of section 8.

STATE PLANS

SEC. 7. Every State desiring to receive funds appropriated pursuant to section 4 shall submit to the Commissioner by July 1, 1979, a State plan which shall—

(1) set out explicitly the objectives the State will seek to achieve by the end of each of the fiscal years for which funds are made available under this Act in implementing the goal of providing career education for students in elementary and secondary schools within the State, with special emphasis on overcoming sex bias and stereotyping, and set out the methods by which the State will seek each year to achieve such objectives with all resources available;

(2) describe the methods by which the funds received under this Act will be used, in accordance with section 8, to implement the overall objectives in each of the fiscal years for which funds are made available under this Act;

(3) set forth policies and procedures which the State will follow to assure equal access of all students (including the handicapped and members of both sexes) to career education programs carried out under the State plan;

(4) provide adequate assurance that the requirements of section 6 will be met in each fiscal year after fiscal year 1979; and

(5) provide proposed criteria to the Commissioner for the evaluation of the extent to which the State will achieve the objectives set out in the State plan.

USE OF FUNDS

SEC. 8. (a) Subject to the provisions of sections 9(b) and 10, funds received under this Act may be used only to pay the Federal share of the total costs of—

(1) employing such additional State educational agency personnel as may be required for the administration and coordination of programs assisted under this Act;

(2) providing State leadership for career education, either directly or through arrangements with public agencies and private organizations (including institutions of higher education), in—

(A) conducting inservice institutes for educational personnel;

(B) training local career education coordinators;

(C) collecting, evaluating, and disseminating career education materials on an intrastate and interstate basis with special emphasis on overcoming sex bias and stereotyping;

(D) conducting statewide needs assessment and evaluation studies;

(E) conducting statewide career education leadership conferences;

(F) engaging in collaborative relationships with other agencies of State government and with public agencies and private organizations representing business, labor, industry and the professions and organizations representing the handicapped, minority groups, women, and older Americans; and

(G) promoting the adaptation of teacher-training curricula to the concept of career education by institutions of higher education located in the State;

(3) making payments to local educational agencies for comprehensive programs including—

(A) instilling career education concepts and approaches in the classroom;

(B) developing and implementing comprehensive career guidance, counseling, placement, and followup services utilizing counselors, teachers, parents, and community resource personnel;

(C) developing and implementing collaborative relationships with organizations representing the handicapped, minority groups, and women and with all other elements of the community, including the use of personnel from such organizations and the community as resource persons in schools and for student field trips into that community;

(D) developing and implementing work experiences for students whose primary purpose is career exploration, if such

work experiences are related to existing or potential career opportunities and do not displace other workers who perform such work;

(E) employing coordinators of career education in local educational agencies or in combinations of such agencies (but not the individual school building level);

(F) training of local career education coordinators;

(G) providing inservice education for educational personnel, especially teachers, counselors, and school administrators, designed to help such personnel to understand career education, to acquire competencies in the field of career education and to acquaint such personnel with the changing work patterns of men and women, ways of overcoming sex stereotyping in career education, and ways of assisting women and men to broaden their career horizons;

(H) conducting institutes for members of boards of local educational agencies, community leaders, and parents concerning the nature and goals of career education;

(I) purchasing instructional materials and supplies for career education activities;

(J) establishing and operating community career education councils;

(K) establishing and operating career education resource centers serving both students and the general public;

(L) adopting, reviewing, and revising local plans for coordinating the implementation of the comprehensive program; and

(M) conducting needs assessments and evaluations; and

(4) reviewing and revising the State plan.

(b) The State shall make payments to local educational agencies for the purposes described in paragraph (3) of subsection (a) from funds received under this Act upon applications approved by the State educational agency. Such payments shall, to the extent practicable, be made on an equitable basis in accordance with criteria established by the State educational agency, consistent with section 6(2), having due regard for the special needs of local educational agencies serving areas of high incidence and prevalence of youth and adult unemployment, serving sparsely populated areas or serving relatively few students.

(c)(1) To the extent consistent with the number of children enrolled in private nonprofit elementary and secondary schools within the State, with respect to services described under paragraph (2) of subsection (a), and within the school district, with respect to payments made to a local educational agency for the purposes described in paragraph (3) of such subsection, after consultation with appropriate private school officials, provision shall be made for the effective participation on an equitable basis of such children and the teachers of such children in such services and in programs assisted with such payments.

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(2)(A) The control of funds provided under this Act and title to materials and equipment therewith shall be in a public agency for the

(B) The provisions of services pursuant to this paragraph shall be provided by employees of a public agency or through contract by such public agency with a person, an association, agency, or corporation who or which in the provision of such services is independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency, and the funds provided under this Act to accommodate students and teachers in nonprofit public schools shall not be commingled with State or local funds.

PAYMENTS

SEC. 9. (a) (1) The Commissioner, upon receipt of an application of assurances for fiscal year 1979 which the Commissioner finds to be in compliance with section 6, and upon finding the State to be in compliance with sections 7 and 8 for fiscal years 1980 and 1981, shall pay to the State the amount which it is entitled to receive for each such year under this Act.

(2) The Commissioner, upon finding the State to be in compliance with sections 7 and 8 for fiscal years 1982 and 1983 by reviewing the report required to be submitted by the State under section 14 for fiscal years 1980 and 1981, respectively, shall pay to the State the amount which it is entitled to receive for each of the fiscal years 1982 and 1983 under this Act reduced in proportion to the extent to which the Commissioner determines that such State has substantially failed to achieve the objectives for fiscal years 1980 and 1981 set forth in its State plan.

(b) Any State receiving funds appropriated under section 4 of this Act may reserve (1) not more than 10 per centum of such funds for State leadership purposes described in paragraph (2) of section 8(a), and (2) not more than 10 per centum of such funds appropriated for the fiscal year 1979, and not more than 5 per centum of the funds appropriated for succeeding fiscal years, for the purposes described in paragraphs (1) and (4) of section 8(a). The remainder of such funds shall be distributed by the State to local educational agencies within that State for the purposes described in paragraph (3) of section 8(a).

(c) (1) For the purposes of paying the cost of employing State career education coordinators and staff described in paragraph (1) of section 8(a), the Federal share of the payments made under this Act from a State's allotment shall be not more than 100 per centum for the fiscal year 1979, not more than 75 per centum for the fiscal year 1980 and not more than 50 per centum for the fiscal years 1981, 1982, and 1983.

(2) For the purposes described in paragraphs (2) and (3) of section 8(a), the Federal share of the payments made under this Act from a State's allotment shall be not more than 100 per centum for the fiscal years 1979 and 1980, not more than 75 per centum for the fiscal year 1981, not more than 50 per centum for the fiscal year 1982, and not more than 25 per centum for the fiscal year 1983.

(d) (1) If a State is prohibited by law from providing for the participation in programs of children enrolled in private nonprofit ele-

provision of services to such children through arrangements which shall be subject to the requirements of that section.

(2) If the Commissioner determines that a State or a local educational agency has substantially failed to provide for the participation on an equitable basis of children enrolled in private nonprofit elementary and secondary schools as required by section 8(a), the Commissioner may waive such requirement and shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of that section.

MODEL PROGRAMS

SEC. 10. (a) From funds reserved under section 5(a)(2)(A) of this Act, the Commissioner is authorized to make grants directly to State and local educational agencies, institutions of postsecondary education, and other nonprofit agencies and organizations to support projects, including projects of proven effectiveness, to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models particularly projects designed to eliminate bias and stereotyping on account of race, sex, age, economic status, or handicap.

(b) Notwithstanding any other provision of law, no funds may be made available under the provisions of section 406(f)(1) of the Education Amendments of 1974 for grants or contracts with local educational agencies for any fiscal year in which funds are appropriated under this Act and reserved for the purposes of this section under section 5(a)(2)(A).

POSTSECONDARY EDUCATIONAL DEMONSTRATION PROJECTS

SEC. 11. (a) The Commissioner is authorized to arrange by way of grant, contract, or other arrangement with institutions of higher education, public agencies and nonprofit private organizations for the conduct of postsecondary educational career demonstration projects which—

(1) may have national significance or be of special value in promoting the field of career education in postsecondary educational programs,

(2) have unusual promise of promoting postsecondary career guidance and counseling programs, particularly postsecondary guidance and counseling programs designed to overcome bias and stereotyping on account of race, sex, age, economic status, or handicap, or

(3) show promise of strengthening career guidance, counseling, placement, and followup services.

(b) The Commissioner shall approve arrangements under subsection (a) of this section if he finds—

(1) that the funds for which assistance is sought will be used for one of the purposes set forth in subsection (a) of this section, and

(2) that effective procedures, including objective measurements, will be adopted for evaluating at least annually the effectiveness of the project.

(c) For the purpose of carrying out the provisions of this section there is authorized to be appropriated $15,000,000 for the fiscal year 1979 and for each fiscal year ending prior to October 1, 1983.

(d) Notwithstanding any other provision of law, no funds may be made available under the provisions of section 406(f)(1) of the Education Amendments of 1974 for grants or contracts with institutions of higher education for any fiscal year in which funds are appropriated pursuant to subsection (c) of this section.

CAREER EDUCATION INFORMATION

SEC. 12. (a) In consultation with members of the National Occupational Information Coordinating Committee, the Commissioner shall examine the occupational information needs of individuals and organizations eligible for participation in programs assisted by this Act. The examination shall consider the present activities of the National Occupational Information Coordinating Committee, the State Occupational Information Coordinating Committees, and other occupational information activties of the Office of Education, the National Institute of Education, the Bureau of Labor Statistics, the Employment and Training Administration, and such other Federal agencies as the Commissioner deems appropriate. Upon the conclusion of the examination, the Commissioner shall, either directly or by way of grant, contract or other arrangement, furnish information to interested parties on Federal programs which gather, analyze and disseminate occupational and career information.

(b) The Commissioner shall, either directly or by way of grant, contract or other arrangement, disseminate information to interested parties on exemplary career education programs, including but not limited to programs assisted under this Act.

ADMINISTRATION

SEC. 13. (a)(1) The Office of Career Education created pursuant to section 406 of the Education Amendments of 1974 shall be the administering agency within the the Office of Education for the review of the State plans, applications, and reports submitted pursuant to this Act. In addition, the Office of Career Education shall perform a national leadership role in furthering the purposes of this Act.

(2) The Office of Career Education shall, upon request, provide technical assistance to all participating State educational agencies and to Guam, the Virgin Islands, American Samoa, and the Trust Territory of the Pacific Islands.

(b) The National Advisory Council on Career Education created pursuant to section 406 of the Education Amendments of 1974 shall perform the same functions with respect to the programs authorized under this Act as the Council is authorized to perform with respect to the programs authorized under that section.

(c) Nothing in this Act shall be construed to prohibit the National Institute of Education from continuing to carry out its functions in the field of career education. The Assistant Secretary of Health, Education, and Welfare for Education shall assure such cooperation as the Assistant Secretary deems appropriate between the Office of Edu-

cation and the Institute to identify research and development priorities and, either directly or through arrangements with public agencies and private organizations (including institutions of higher education), to disseminate the results of the research and development undertaken by the institute.

(d) The Office of Education shall provide the Office of Career Education and the National Advisory Council on Career Education with sufficient staff and resources required to carry out their responsibilities under this Act and under section 406 of the Education Amendments of 1974.

(e) Section 406(g)(1)(B) of the Education Amendments of 1974 is amended to read as follows:

"(B) not less than fifteen public members broadly representative of the fields of education, guidance, and counseling, the arts, the humanities, the sciences, community services, business and industry, and the general public, including (i) members of organizations of handicapped persons, minority groups knowledgeable with respect to discrimination in employment and stereotyping affecting career choices, and women who are knowledgeable with respect to sex discrimination and stereotyping, and (ii) not less than two members who shall be representative of labor and of business, respectively.".

REPORTS

SEC. 14. (a) Unless the Commissioner finds the requirements of this subsection unnecessary, not later than December 31 of each fiscal year each State receiving funds under this Act shall submit to the Commissioner a report evaluating the programs assisted with funds provided under this Act for the preceding fiscal year. Such report shall include—

(1) an analysis of the extent to which the objectives set out in the State plan submitted pursuant to section 6 have been fulfilled during that preceding fiscal year;

(2) a description of the extent to which the State and local educational agencies within the State are using State and local resources to implement these objectives and a description of the extent to which funds received under this Act have been used to achieve these objectives; and

(3) a description of the exemplary programs funded within the State, including an analysis of the reasons for their success, and a description of the programs which were not successful within the State, including an analysis of the reasons for their failure.

(b) The Commissioner, through the Office of Career Education, shall analyze each one of the State reports submitted pursuant to subsection (a) and shall provide to the State no later than three months after the date of such submission an analysis of the report and recommendations for improvement in the operation and administration of programs being provided by the State with funds made available under this Act

(c) The Commissioner shall conduct a comprehensive review of a random sample of the State programs funded under this Act and shall submit a report on such review to the Committee on Education and Labor of the House of Representatives and the Committee on Human Resources of the Senate by no later than September 30, 1982.

DEFINITIONS

SEC. 15. For purposes of this Act the term—

(1) (A) "career education", for the purposes of this Act, except for paragraphs (2) and (3) of section 8(a), and sections 8(b), 8(c), 9, 10, and 11, means the totality of experiences, which are designed to be free of bias and stereotyping (including bias or stereotyping on account of race, sex, age, economic status, or handicap), through which one learns about, and prepares to engage in, work as part of his or her way of living, and through which he or she relates work values to other life roles and choices (such as family life);

(B) "career education", for purposes of paragraphs (2) and (3) of section 8(a), and section 8(b), 8(c), 9, 10, and 11, shall be limited to activities involving career awareness, exploration, decisionmaking, and planning, which activities are free of or are designed to eliminate bias and stereotyping (including bias or stereotyping on account of race, sex, age, economic status, or handicap), and shall not include any activities carried out by such agencies involving specific job skill training;

(2) "Commissioner" means the Commissioner of Education;

(3) "handicapped" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities who by reason thereof require special education and related services;

(4) "local educational agency" has the meaning given such term by section 801(f) of the Elementary and Secondary Education Act of 1965;

(5) "State" means the several States, the District of Columbia, and the Commonwealth of Puerto Rico; and

(6) "State educational agency" has the meaning given such term by section 801(k) of the Elementary and Secondary Education Act of 1965.

AMENDMENT TO THE EDUCATION AMENDMENTS OF 1976

SEC. 16. Section 338 of the Education Amendments of 1976 is amended—

(1) in subsection (b)(2), by striking out "3 per centum" and inserting in lieu thereof "1 per centum", and by striking out "the Commonwealth of Puerto Rico,"; and

(2) in subsection (b)(3)(B), by striking out "and the District of Columbia" and inserting in lieu thereof ", the District of Columbia, and the Commonwealth of Puerto Rico".

And the Senate agree to the same.

CARL D. PERKINS,
WILLIAM D. FORD,
IKE ANDREWS,
MICHAEL T. BLOUIN,
PAUL SIMON,
LEO C. ZEFERETTI,
RONALD M. MOTTL,
AUSTIN J. MURPHY,
JOSEPH A. LEFANTE,
TED WEISS,
CEC HEFTEL,
BALTASAR CORRADA,
DALE E. KILDEE,
GEORGE MILLER,
ALBERT H. QUIE,
JOHN BUCHANAN,
LARRY PRESSLER,
BILL GOODLING,
SHIRLEY N. PETTIS,
CARL PURSELL,

Managers on the Part of the House.

HARRISON A. WILLIAMS, JR.,
CLAIBORNE PELL,
JENNINGS RANDOLPH,
TED KENNEDY,
TOM EAGLETON,
W. D. HATHAWAY,
JACOB JAVITS,
ROBERT T. STAFFORD,
DICK SCHWEIKER,
S. T. HAYAKAWA,

Managers on the Part of the Senate.

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

November 15, 1977

MEMORANDUM

TO: Chief State School Officers and
State Coordinators of Career Education

FROM: David L. Jesser

SUBJECT: Informational Items

As noted in a previous (November 9) newsletter, legislation relating to implementation of career education has all but completed the rather lengthy journey through Congress. Chief State School Officers and State Coordinators should view this event with both satisfaction and pride, for without the active support both groups have provided, one might wonder if indeed there would have been such legislation.

State Coordinators are well aware that the current legislation, if and when it is signed into law, will be of an authorizing nature only, and that before there can be any implementation of the legislative provisions, there must be an appropriation. With this in mind, Coordinators may want to review the paper, "An Understanding of the Legislative Process." At the same time, Coordinators may wish to review notes made during the Staff Development Training Session with Don White,

State Coordinators will recall that a schematic diagram of the legislative process was distributed last summer. In the event the earlier copies have been misplaced, another copy of the schematic, which was prepared in cooperation with John Adams, is enclosed with this memorandum. (Coordinators' mailing only.)

• Item: The CCSSO Committee on Career Education .... met in Chicago on November 13, 1977. During the meeting the Committee:

--Reviewed the management plan of the current project;

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--Scheduled future meetings of the Committee in conjunction with regularly scheduled Council meetings;

--Approved make-up of Communications Task Force and Staff Development Task Force;

--Approved creation of a Technical Assistance Task Force;

--Endorsed preliminary plans for a two-day Staff Development Work Conference;

--Heard and accepted a report from the Communications Task Force that was presented by Donna Martin; and

--Requested that a meeting between Committee members and Ken Hoyt be arranged during the Council's legislative meeting in January/February.

Dr. Wayne Teague, Alabama CSSO, chaired the meeting. Participating were the following CSSOs or representatives:

W. E. Campbell, Virginia;
A. W. Ford, Arkansas;
John Gamble, Nevada;
James Graham, Kentucky;
Charles Nix, Texas (Representing Marlin Brockette);
Ed Steinbrecker, Colorado (Representing Calvin Frazier).

• Item: Several Career Education Interest Sessions .... have been scheduled during the upcoming AVA convention. Of particular interest to Coordinators should be the session that will be chaired by Janet Shelver. The topic is "Career Education State Plans--Models, Reactions and Refinement." Speakers include Saul Dulberg, Bob Meyer, and Janet Shelver.

Janet has supplied us with the following information and note:

Tuesday, December 6, 1977
3:30 - 5:00 pm Interest Session
LaFayette, Teakwood Room
Atlantic City
Title: Career Education State Plans: Models, Reaction and Refinement

I would hope that many will take advantage of the opportunity to share their work with the vocational educators. It will be an opportunity for them to share handouts or prepared publicity on their State projects.

[If you are planning to attend the AVA convention, make every effort to attend this interest session.]

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• Item: A Technical Assistance Task Force (TATF) .... of State Coordinators has been formed, and will be "meeting" via a teleconference call in the near future. The TATF has been created primarily for the purpose of identifying informational needs of new State Coordinators. Hopefully, it will be possible to assemble and make available an "information packet" for new Coordinators.

Members of the TATF are:

Jenne Garvey, Nebraska (402) 471-2476
Nancy Harris, Indiana (317) 633-4370
Janelle Kirby, Oklahoma (405) 521-3015
Robert Martin, W. Va. (304) 348-3896
Art Tartaglione, Rhode Island (401) 277-2691

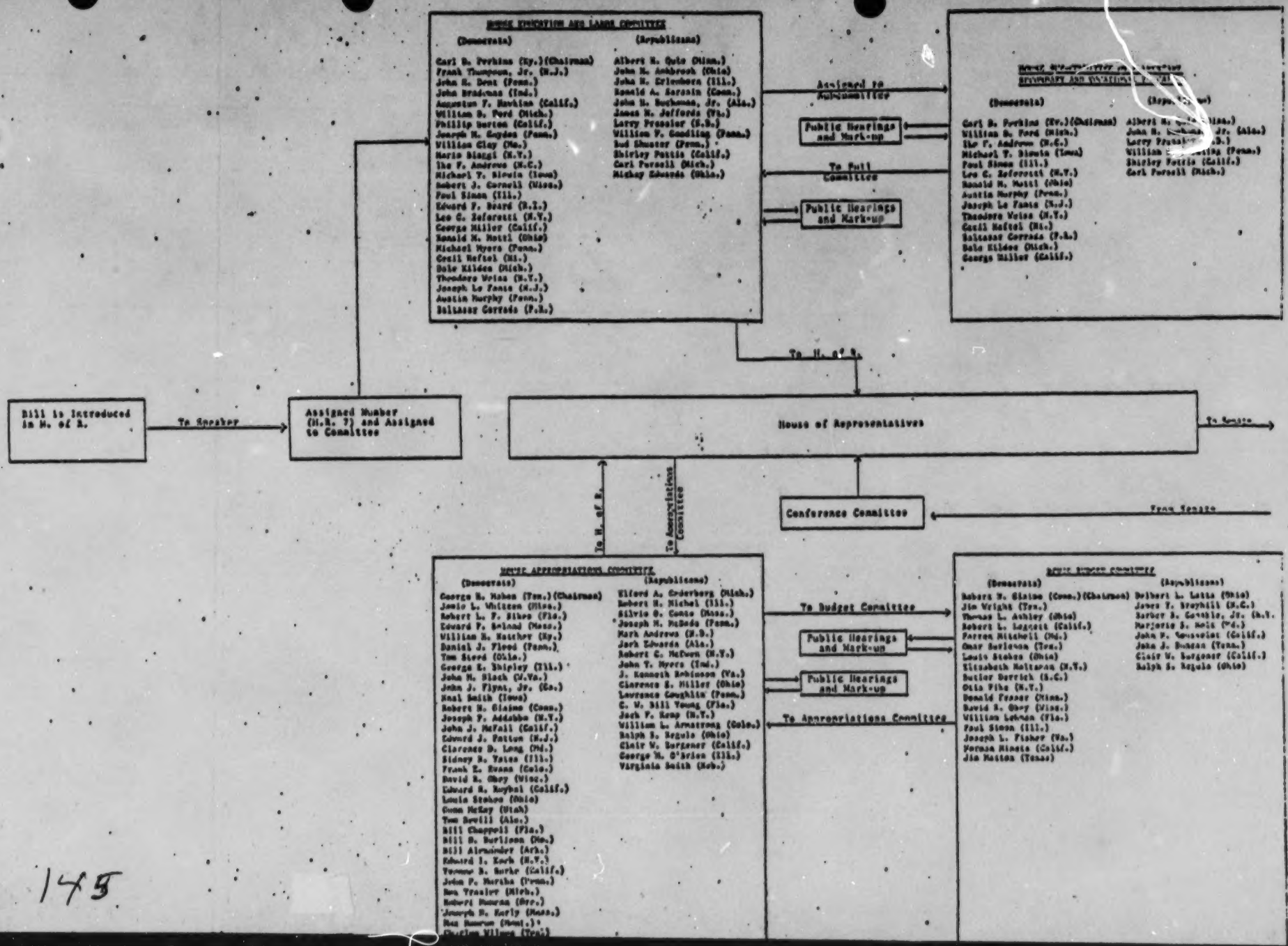
Members of the TATF would appreciate receiving suggestions concerning informational needs. Please give them a call.

• Item: Several State Coordinators .... have been using the tape/filmstrips on planning and change that were prepared and distributed to states by the ISLE project. Other Coordinators have expressed an interest in using the materials, but have not been able to locate copies.

If you have a set, and if you could loan it to another Coordinator, will you please let Dave Jesser know?

• Item: Several Career Education Papers .... have been prepared recently by Dave Jesser. Copies are being included in the Coordinators' mailing. Please feel free to use them as is seen fit.

LEGISLATIVE PROCESS - HOUSE OF REPRESENTATIVES



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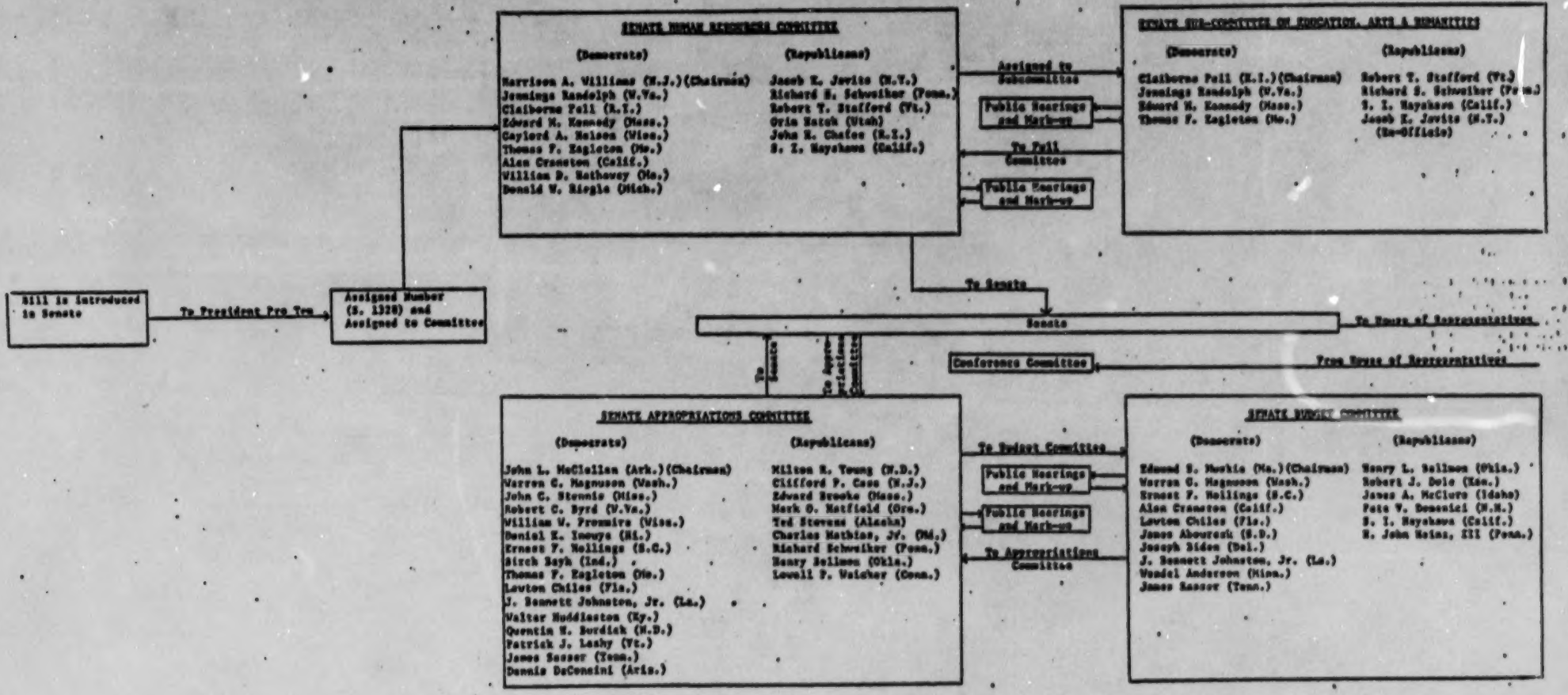
LEGISLATIVE PROCESS -- U. S. SENATE



The Appropriations Process - U. S. Senate 1977

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

S P E C I A L

November 9, 1977

MEMORANDUM

TO: Chief State School Officers and
State Directors/Coordinators of Career Education

FROM: David L. Jesser

SUBJECT: Information Update

As you may already be aware, a House/Senate Conference relating to Career Education Legislation (HR 7 and S1328) was held on November 3, 1977.

The full Conference Report should appear in The Congressional Record on or about November 16, 1977. At a meeting of career education project directors (November 8, 1977), we were privileged to have Mr. Jack Jennings, Majority Counsel for The House Subcommittee on Elementary, Secondary, and Vocational Education, discuss the major components of The Conference Report. We want to share these with you.

- The Conferees adopted the funding level authorized in the Senate version, which was (and is) $325 million for a five-year period.
- The Conferees adopted the Senate version of a specific time frame, which makes FY 1979 the first year of the five-year authorization.
- The Conferees retained a specific authorization ($15 million per year) for Post-Secondary efforts.

//MORE//

- The Conferees adopted language that mandates advance funding for the second and subsequent years of the authorization, which has serious implications for the appropriations procedure. [This will necessitate two appropriations for FY 79: one to accommodate FY 79 needs; and one to provide for FY 80 needs.]

A more detailed memorandum will be sent in a day or so, but we did want you to have this information as soon as possible.

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

October 7, 1977

MEMORANDUM

TO: Chief State School Officers and
State Coordinators of Career Education

FROM: David L. Jesser

SUBJECT: Informational Items

- Item: The Committee Report on S.1328 .... has now been completed, according to information we have just received, and it will probably be filed either today (friday) or early next week.

  As noted in a previous newsletter (Jesser & Adams), the Bill can be scheduled for action by the Senate shortly (there is a waiting period of three Senate working days) after the Committee Report has been filed. This means, of course, that Senate action could take place as early as sometime during the latter part of next week (October 10-14).

- Item: Ways of Strengthening and Coordinating Communications Efforts .... were the subjects of a recent meeting between Jack Ford, Donna Martin (members of the Communications Task Force), Nancy Losekamp (Upper Arlington Public Schools), and Dave Jesser. It was agreed that the basic purposes of the CCSSO Career Education Project's communications efforts and the purposes of the "Committee of One Hundred" were virtually identical. There was, however, some discussion about the differences that were perceived between the target or client groups served by each effort:

  However, as a result of the meeting, several other agreements were made, including:

  - News & Notes will be sent to both Nancy Losekamp and John Shirley.

/MORE/

- Newsletters to the "Committee of One Hundred" will be sent to State Coordinators (as per list supplied by Dave Jesser).

- State Coordinators will be urged to respond to requests for suggestions about people who might serve on the "Committee of One Hundred."

  [Note: If there are any Coordinators who have not received a request, please call Nancy Losekamp or John Shirley.]

- Item: The Staff Development Task Force .... will be meeting on November 3-4. Prior to that time, it is essential that information about staff development interests and concerns be obtaine from State Coordinators.

  A "feedback form" dealing with possible staff development activities is enclosed (Coordinators only). Please fill it out and return as soon as possible (but no later than October 26th).

- Item: The Possibilities of a National Association of State Coordinators of Career Education .... was the topic of a meeting held during the recent NACCE meeting in Washington, and an ad hoc task force was established to explore the matter further. Before it can do so, however, it needs some basic information. We have therefore enclosed (Coordinators only) a second feedback form.

  Everyone is asked to complete and return this second form as soon as possible, but again, no later than October 26th.

- Item: The Final Report .... for the CCSSO Career Education Project is being sent (under separate cover) to Chiefs and State Coordinators. The copies that are being distributed, however, do not include the Appendices. (A copy of the complete document including Appendices, is being sent to the ERIC Clearinghouse for Career Education.)

- Item: A "Career Planning Support System" .... has recently been developed by the Center for Vocational Education. According to a descriptive brochure, the support system:

  - Facilitates Career Education Program Development,
  - Serves all students,
  - Is student centered,

/MORE/

- Is adaptable nationally for any high school,
- Maximizes the uses of all local resources,
- Is comprehensive,
- Is individualized to each school,
- Is accountable to students, parents, and taxpayers,
- Is systematic,
- Is relatively inexpensive, and
- Is self-renewing to guard against obsolescence.

For further information about CPSS contact:

Product Utilization
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
1201 SIXTEENTH STREET, NORTHWEST
WASHINGTON, D.C. 20036 (202) 833-4191

FEEDBACK FEEDBACK FEEDBACK

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FEEDBACK FEEDBACK FEEDBACK

CAREER EDUCATION news & notes

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washington, d.c. 20036

S P E C I A L

September 30, 1977

MEMORANDUM

TO: Chief State School Officers and State Directors/Coordinators of Career Education

FROM: DJ David L. Jesser / John W. Adams J.W.A.

SUBJECT: S1328 -- Status

We have just learned that the Career Education Implementation and Incentive Act of 1977 (the "Hathaway Bill--S1328) was marked up this morning by the Senate Committee on Human Resources. We also learned that, following the markup, the Bill received a unanimous vote (favorable) from the Committee.

It is our understanding that it is possible for the Bill to be scheduled for Senate action as soon as a report of the Committee on Human Resources is filed with the Senate leadership. (There is a waiting period of three Senate working days.)

The Committee Report, incidentally, may be filed quite soon--possibly by October 5th or 6th, which would mean that Senate action would take place as soon as the week of October 10th.

We have not yet obtained copies of the marked up Bill, but we hope to get some soon. As soon as we can, we will be sending copies to all CSSO's and State Directors/Coordinators.

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

SPECIAL BULLETIN

September 26, 1977

MEMORANDUM

TO: Chief State School Officers and State Directors/Coordinators of Career Education

FROM: David L. Jesser

SUBJECT: Status of S1328--The Career Education Implementation and Incentive Act of 1977

As you are already aware, there have been, in recent weeks at least, some divergent--if not conflicting--reports about the status and prognosis of the so-called Hathaway Career Education Bill. Because of (1) the conflicting reports that have been issued, and (2) because of the need for "solid" information, we are pleased to be able to provide you with some of the real highlights of a talk made by Senator Hathaway to a joint meeting of State Directors/Coordinators, State Advisory Council members, and the National Advisory Council for Career Education. (Washington, D.C., September 20, 1977.)

Senator Hathaway, in discussing Senate Bill 1328, made these points:

- Favorable action of the full Committee on Human Resources is expected by October 4, 1977. [We now understand such action may take place as soon as September 28, 1977.]
- There is no apparent objection to the Bill by members of the Committee.
- There is every reason to believe that a Bill can be on the President's desk prior to adjournment of Congress. (Tentatively set for October 21, 1977.)

/over/

- While all of the aforementioned may happen, it will happen primarily because of people involvement.

- Letters indicating support of education, business, labor, industry, and the professions should be sent to the individual Senate members by interested citizens--from October 4, 1977 through to Senate vote.

The preceding are suggestions and comments that have been made by Senator Hathaway and members of his staff. We thought you would be interested in them, and are sending them along as information. You may want to share this with your colleagues.

Many thanks.

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

September 22, 1977

MEMORANDUM

TO: Communications Task Force
Walter Faulkner, VT
Margaret Ferqueron, FL
Jack Ford, OH
Emil Mackey, AR
Donna Martin, IL

FROM: Dave Jesser

SUBJECT: CTF Activities

As you will recall, Walter Faulkner made a brief presentation about the role and function of the Communications Task Force during our recent meeting in Washington. You will also recall that I briefly discussed possibilities regarding the composition (or recomposition) of the group, as well as some of the activities that are contemplated.

Because no dissenting comments were made, I am assuming that we should proceed. And with this in mind, but subject to your agreement, I would like to submit your names to the CCSSO Committee on Career Education. (If there are any problems, please give me a call.)

We will need to name a replacement for Marv Harmon, so please feel free to make suggestions. Meanwhile, I would like to initiate some of the activities that will be needed, and I would refer you to page 3 of the report that was distributed. More specifically, to the following:

- The project director will establish, with advice and assistance from the Office of Career Education (USOE) and the Committee on Career Education (CCSSO), a Communications Task Force (CTF) consisting of six state directors/coordinators of career education.

/more/

1.4.1 The project director will call and operate a two-day work session of the CTF to identify probable needs and priorities.

1.4.2 The project director will engage the services of a "communications expert" to develop an instrument designed to assess the status of the existing communications network (and to ascertain desired modifications) among state directors/coordinators of career education.

1.4.3 The communications consultant (1.4.2) will administer the "needs assessment" instrument to state directors/coordinators of career education in all states and extra-state jurisdictions.

I would like to schedule the meeting called for (in 1.4.1 above) as soon as practicable. I would suggest, however, that it not be until after October 21st. [We may have additional tasks after adjournment of the Senate.]

Will you give some thought to possible times and places for this meeting? You may want to chat with each other about possibilities. In any event, please share your suggestions with me, and we'll schedule the meeting.

Thanks.

* * * *

P.S. Because some people had to leave the meeting before Senator Hathaway spoke, I would like to recap the high points of his talk, and would like to ask that each of you share the information.

According to Senator Hathaway:

- The President is very supportive of Career Education, and has said he will sign a Career Education Bill if one is presented to him.
- S1328 will very likely move out of the full Committee on Human Resources on October 4th. [We have just been informed that the date has been moved up to September 28th.]
- There is no apparent objection to S1328 by Committee members, although relatively minor amendments may be made.

/more/

- There is a strong possibility that S1328 will be considered and passed by the full Senate shortly after Committee approval.

- There is a good possibility that differences between the House Bill (HR7) and the Senate Bill (S1328) will quickly be resolved.

A N D

- There is a good possibility that a Career Education Bill will be on the President's desk on or before adjournment of the Senate (tentatively set for October 21st).

Senator Hathaway emphasized that it is people who cause things to happen in Congress, and he asked that everyone continue to keep their own Senators informed as to their wishes, and indicated that he would welcome additional co-sponsors.

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

September 16, 1977

MEMORANDUM TO: State Directors/Coordinators of Career Education

Dave

FROM: Dave Jesser

SUBJECT: Youth Employment and Demonstration Projects Act of 1977

During the past week or so several of you have called and asked questions about provisions of the so-called Youth Employment Act. More specifically, you have asked about the funds that will be provided for in-school educational efforts.

Ms. Miriam Kizanjian, Federal Relations Representative of the New York State Department of Education, has prepared a summary of the Act, and her summary very adequately describes the content as it pertains to in-school efforts. We are including that portion of her summary here:

- Twenty-two percent of a prime sponsor's funds must be used for programs for in-school youth, based on agreements with local educational agencies. Eligible participants must be enrolled or agree to enroll in a full-time program leading to a secondary school diploma, a junior or community college degree, or technical trade school certificate of completion. These funds must not supplant State and local funds used for the same purpose. The agreements with local educational agencies must contain the following assurances:

  1. that participants will be provided meaningful work experience relating to career decisions and regular employment;

  2. that programs be administered under contract with prime sponsors by local educational agencies

and postsecondary institutions and that the contracts have been reviewed by the youth council;

3. that job information, counseling, guidance, and placement services be made available, and funds be spent to pay school-based counselors;

4. that the jobs are certified by the participating educational agency as relevant to the education and career goals of the participant;

5. that the participants will be informed of other employment and training resources; and

6. that participants will be chosen from among those in need of work to stay in school, and that the work experience is related to the youth's educational program.

You may want to share this information with your colleagues.

CAREER EDUCATION news & notes

council of chief state school officers
1201 sixteenth street, northwest,
washington, d.c. 20036

August 10, 1977

MEMORANDUM

TO: State Directors/Coordinators of Career Education

FROM: Fred Brown, Jr.

SUBJECT: Informational Items

Dave Jesser was in the office today, and as a result of our visit there are several items that we want to share with you.

- Item: A modified version of the Hathaway Career Education Bill...has been acted upon. The following, from Higher Education Daily (August 9) seems to sum up the situation:

> Two weeks ago, it appeared almost certain that Sen. William Hathaway's career education implementation bill (s. 1328) would be marked up by the Senate education sub-committee before Congress' August recess, which began last Friday. But last minute revisions in the legislation and a crowded sub-committee agenda have now delayed action until at least the middle of September. In the meantime, the Maine Democrat has formally introduced the modified version of his bill.
>
> One of the biggest changes is a sizable increase in spending authorizations. Hathaway originally proposed that state and local education agencies share share $250 million spread over five years. The new bill authorizes $325 million over the same period of time. Authorized in the revised legislation are $50 million in fiscal 1979; $100 million for each of the fiscal years 1980 and 1981; $50 million in 1982; and $25 million in 1983.
>
> Two years' funding at $100 million each was thought to be necessary, Hathaway said, "to provide a significant and stable level of Federal funding over two years of the Federal program." Career ed grants to state and local school agencies are provided only for elementary and secondary education. Postsecondary schools would be eligible to share in $15 million earmarked for each of the five years for demonstration

grants directly from Washington. States are to get a minimum of $250,000 a year each of the basic grant money and are required to match ever-increasing percentages of the money as the program phases out.

Dave indicated that we might be able to obtain a copy of the modified Bill. If so, we will duplicate it and get a copy to each of you.

- Item: A Policy Statement on Career Education...has recently been formulated by the Boy Scouts of America, and has been published in the BSA house organ, Professionally Speaking. You may want to obtain a copy of the statement through your local or area Scout Executive, and at the same time provide that office with information about your state's Career Education activities.

- Item: A Meeting of State Directors/Coordinators of Career Education... is being tentatively scheduled for Sunday evening (5:00-8:00 pm) on September 18, 1977.

  We are assuming that (1) most State Directors/Coordinators will be coming in for the meeting with the National Advisory Council for Career Education on September 19-20; and (2) that most will be arriving in D.C. sometime on the 18th.

  Plans, at the moment, are tentative, and more definite information will be furnished at a later date. Meanwhile, we would appreciate it if you would mark the tentative date on your calendar.

R E S U M É

of

Special Meeting

of

State Career Education Coordinators

Communications Task Force

Staff Development Task Force

June 28-30, 1978

Grand Hotel

Point Clear, Alabama

The special meeting of State Career Education Coordinators and the Communications and Staff Development Task Forces was convened at 8:30 p.m. on June 28, 1978, by hostess Anita Barber. Anita began by introducing Mr. Karl Weisner, representing the Alabama Advisory Council for Career Education; Mr. Horace McWhorter, Alabama ETV Coordinator, and Mr. Stephen Kreimer from the National School Boards Association. Coordinators and other guests then introduced themselves.

Anita reviewed the basic purposes for this special meeting:

(1) The assurance of continuity of intent and goals between the 1978-79 CCSSO project and previous projects;

(2) The development of a working knowledge of the CCSSO project that will be operational next year;

(3) The definition, as it were, of the role of any new Project Director who might be selected; and

(4) Appreciation dinner and presentation to David Jesser for his leadership and support.

Anita then turned the meeting over to Saul Dulberg to set the tone for the evening. Saul indicated that films from NSBA would form the basis for the evening discussion. The need for overt endorsement by policy makers in order for career education to be accepted was stressed. If school board members and administrators endorse the concept, then teachers will follow. In viewing the NSBA films, Coordinators were encouraged to be cognizant of the target groups.

Stephen Kreimer of NSBA reviewed the purpose of the films, The School Board Debates, as initially conceived: to convey the message to local school members regarding the need for career education. The films grew out of a perceived need on the part of school board members who attended NSBAs regional career education seminars last year - they wanted something to take home. NSBA determined to package seminars with the following components:

(1) slide/tape regarding implementation;

(2) policy-making;

(a) infusion techniques,

(b) policy areas to be addressed,

(c) model policy statements.

The films have replaced the slide/tapes. A Career Education Support and Policy Manual has just been completed in draft form to accompany the films. It demonstrates the community involvement and decision-making necessary for school boards in infusing career education into local curriculum.

Mr. Kreimer explained that answer prints were being viewed and that the final prints would be of better sound and color quality. With that, Mr. Kreimer showed Reel 1 and Reel 2 of The School Board Debates.

Immediately following the showing, Rayma Page of the Florida Advisory Council for Career Education was introduced. Mrs. Page served as a consultant to NSBA in the development of the films. She explained that a companion film to each reel, featuring Dr. Kenneth Hoyt, has been developed to support the films and to answer questions.

The films created considerable interest and discussion, with the following observations made and concerns expressed:

(1) length;

(2) possible stereotyping;

(a) secretary to the board had no name plate,

(b) Attorney Mitchell: militant black in portrayal,

(c) Tax Association representative: aggressive stereotype;

(3) "I don't know" from Dr. Talltree: very realistic as all the issues are not yet resolved.

Saul Dulberg reviewed the purpose of viewing the films, indicating that some questions and concerns raised might be answered in Dr. Hoyt's comments. Saul requested that coordinators think about the following question prior to Thursday morning: "If I showed this in my own local district, what would be the outcome?"

The Thursday agenda was briefly discussed, with Coordinators adjourning at 10:30 p.m. for a social hour hosted by the Alabama Advisory Council for Career Education.

* * *

The special meeting of State Coordinators was re-convened at 9:30 a.m. on Thursday, June 29, by Dr. David Jesser, CCSSO Career Education Project Director. David re-introduced Stephen Kreimer of NSBA, who showed the Ken Hoyt comments which are to accompany each reel of The School Board Debates. Reel 1 of the film is 37 minutes in length, with a 20 minute comment by Dr. Hoyt; reel 2

is 33 minutes in length and is also followed by a 20 minute comment by Dr. Hoyt. One of the prime concerns expressed by coordinators in the discussion following the showing centered around length. Saul Dulberg suggested the following format for showing the films to local school boards:

Initial Full Day Meeting	Second Full Day Meeting
a.m. - Use Reel 1; Discussion	a.m. - Use Reel 2; Discussion
p.m. - Hoyt response	p.m. - Hoyt response
Discussion	Discussion

Dr. Jesser expressed appreciation on behalf of the State Coordinators to Stephen Kreimer for coming to Point Clear to share the films. Dave indicated that Coordinators might wish to express appreciation for the films to Mr. Tom Shannon, Executive Director of the National School Boards Association, 1055 Thomas Jefferson Drive, Washington, D.C. 20007.

A lengthy discussion of the films followed the showing. Comments included the following:

(1) Minorities in the film were basically protrayed as hostile.

(2) Guidance was presented in a controversial manner. The film seemed to imply that guidance counselors do not do anything.

(3) Cost factors of career education must be faced. A lot has been done with very little money. Costs are, however, incurred in re-tooling people and developing cur-

riculum. Public education is at a real crossroads. Career education is the one thing that could be the salvation: the concept of career education has put the "for what" back in education. The point was made that a reallocation of dollars is essential for success. Many states are looking at reduced budgets. The competition for available dollars is stiff.

(4) Issues other than dollars are more difficult to deal with. We must focus on presenting the validity of the need for career education, then let local boards make decisions. We must be able to demonstrate the results of career education to business, industry, labor, and the community in order to gain the support of the power structure.

(5) Staff development and community inservice seem to be the most essential elements in selling the concept of career education. The NSBA films are definite aids toward this end.

Horace McWhorter, Alabama ETV Coordinator, summarized the discussion with the following points:

(1) The films naturally cannot please everyone.

(2) The films are "propaganda". As such, they present a point of view. One may not agree with all that is said, but the films provide food for thought. This accomplishes the purpose.

(3) The films would be good for use on ETV. They could be cut some and "localized" with introductions by individual State Coordinators. Shorter segments would be more effective.

(4) The films would seem to be good for internal State Department of Education inservice.

(5) Identity of persons in the films could be superimposed 3 to 4 times in each reel.

The general consensus was that the NSBA films are different from anything that has been done before. They may be used in a variety of situations other than with school boards. There has been a great need to communicate career education to the general population. These films would seem to do an effective job for right now.

David Jesser introduced Elaine Katz, Project Director of the Career Education Service, to the group. Elaine thanked the Coordinators for their assistance with her project. She explained that about 1000 teachers have indicated an interest in the C.E.S. materials, and many are willing to pay for them themselves. Elaine said that materials are now available through C.E.S. at a cost of about $.09 per student. C.E.S. is now self-sustaining. Elaine further stated that she would be available for the remainder of the meeting to talk to individual State Coordinators about how C.E.S. could become more useful to them.

Following Elaine's brief presentation, Dr. Jesser made a few comments regarding the National Center for Career Education at Missoula, Montana. Dr. Jesser, who serves on the Board of Directors for NCCE, indicated that in his perspective the basic purpose for the CCSSO, Project, C.E.S., and NCCE is the same: to share. To do so, we must get past "turf" issues and pull together as a group.

Dr. Jesser then made several announcements of interest to the group:

- Bill Israel has initiated a mail-o-gram to State Coordinators containing the following information concerning P.L. 95-207: the Senate Labor/HEW Subommittee has recommended $30 million; $22½ million for K-12, $7½ million for postsecondary.
- Dr. William Pierce has been named new Executive Secretary of the CCSSO. He will take office after the annual Chiefs meeting in November.

Coordinators adjourned at noon for lunch and reconvened at 1:30 p.m.

The purpose of the afternoon session as outlined by Dr. Jesser was to brainstorm with reference to the goals and objectives of the next year's project. Dr. Jesser asked participants to refer to Objective 1 in the project proposal:

> To maintain, develop, and further improve the system of communication that has been developed in order that essential information relating to career education might be more effectively communicated between and among the states and extra-state jurisdictions, federal agencies, and national organizations.

A discussion followed concerning what it actually means to "coordinate". It would seem that current efforts have been effective. News & Notes has been generated on an as-needed basis, with mail-o-grams used when timely. The telephone fan-out has been quite helpful to Coordinators.

Coordinators indicated a desire to learn of staff changes in State Coordinator positions as soon as possible. Discussion

ensued as to how new Coordinators might be assisted via the CCSSO project. Much material which might assist new Coordinators has already been developed. The following suggestions were made:

(1) Develop brochure descriptive of CCSSO project intent;

(2) Assimilate packet of information to be sent including prior-developed materials such as:

- job description
- advisory group use
- management techniques
- resource identification

It was suggested that developing an annotated bibliography of relevant materials might be more useful and more feasible than putting together large packets of materials.

(3) Establish "buddy system" for adjacent coordinators to provide one-on-one assistance and dialogue;

(4) Utilize feedback form to be sent with News & Notes, with results to be published in same. Form would have two columns: "I Need..." and "I Have..."

It was determined that brief summaries of relevant materials developed by states might be printed in News & Notes. But the problem of making materilas accessible to everyone remains; it is impossible from a cost standpoint to send every State Coordinator copies of all materials developed by the various states.

Prentice Echols, representing the Office of Career Education, indicated that OCE is desirous of assisting in orienting new personnel. All new persons need to be made aware of who to call in OCE.

Dr. Jesser reiterated that it cannot be the sole responsibility of any one agency or person to orient new State Coordinators. However, Coordinators indicated that the CCSSO project has this as a major focus along with on-going communication and staff development. According to the group, it is the obligation of all State Coordinators to assist in this matter.

The possible regionalization of the task force groups (1 member from each of several regions) was discusses. This might allow for more face-to-face assistance. Dr. Jesser indicated that next year's project calls for 4 regional conferences and 1 national conference.

A question was asked concerning who is to orient David Jesser's replacement once that person is selected. Dr. Jesser indicated that the CCSSO Career Education Committee would like to meet with him and his replacement in late July. He further hopes the new person will come on board prior to his leaving. He would like 3-4 Coordinators to spend a day with him and his replacement to spell out concerns.

Discussion moved to Objective 2 of the proposal:

> To operate and maintain a delivery system that will provide Coordinators of Career Education with technical assistance needed to meet requirements of P.L. 95-207.

Coordinators expressed concern over the tenuous nature of funding for next year. Approximately 20 states are totally dependent upon federal funds. The draft Rules and Regulations will hopefully be out by mid-July, but no final action on appropriations has yet been taken. It was suggested that the

Staff Development might work on developing strategies for coping without federal funds, as well as possible methods for distributing funds to LEAs should the appropriation be passed.

Discussion of Objective 3 followed:

> To plan, organize, and conduct a series of work conferences designed to meet staff development needs of State Coordinators of Career Education.

It was reported by Dr. Jesser that this is the primary responsibility of the Staff Development Task Force. Competencies needed by State Coordinators were developed several years ago. One activity might be the revision and expansion of these.

The meeting adjourned at 5:30 p.m. with participants meeting at 6:30 p.m. for a social hour again hosted by the Alabama Career Education Advisory Council. The group dined together. Following dinner, the Coordinators and guests gathered to honor Dr. Jesser and to show appreciation for his leadership. Anita Barber presented Dave with a watch inscribed from the Communications and Staff Development Task Forces. Saul Dulberg presented Dave with a plaque from all the Coordinators.

* * *

On Friday morning, Coordinators met at 9:30 a.m. Dr. Jesser opened the meeting by asking how the CCSSO can be of assistance in the future. Four major areas were felt to be relevant:

(1) collaborative efforts;

(2) staff development needs;

(3) communication needs; and

(4) orientation of new State Coordinators.

The NSBA films were discussed further, along with the prospectus for new films which was developed by Coordinators Alexander, Ford, and Martin. No closure was reached on the need for additional new films.

Saul Dulberg then led Coordinators in a brainstorming session designed to elicit suggestions as to how the Staff Development Task Force might best help the Coordinators. Bessie Ethridge was asked to prepare a report of the results of this activity to serve as a guide to the SDTF. The results, as reported by Bessie Ethridge, were as follows:

Basic Competencies Essential for Effective
Development of Career Education at State Level

I. Personal skills

Positive attitudes toward self and others

Human relations skills

Public relations skills

Ability to listen

Endurance

Perseverance

Sense of humor

Initiative

Realistic and reasonable self-appraisal

Decision-making skill

Judgment

Creativity

Imagination

Facile communication skills

II. Cognitive Skills

Knowledge of the universe of Career Education

Knowledge of the structure and operations of the state school system

Awareness of national and state resources which could affect Career Education

Awareness of local constraints which can hamper the development of statewide Career Education

Understanding of the total significance of collaborative effort

Awareness of a wide variety of programs of the state department of education

Understanding state and federal legislation

Political sophistication

III. Management Skills

Organization skill

Ability to select, manage, and articulate personnel

Staff development skills

Effective planning

Effective fiscal management

Ability to identify and marshal resources

Salesmanship

Ability to relate to other state organizations concerned with aspects of Career Education

Ability to initiate planned activities

Competency in effecting change

Ability to write proposals effectively

Ability to identify goals and objectives

Ability to construct and implement effective evaluation designs

The meeting adjourned with farewells at noon.

STATEWIDE LEADERSHIP IN IMPLEMENTING CAREER EDUCATION

A Special Report

to the

Committee on Career Education

of the

Council of Chief State School Officers

by

David L. Jesser
Director, Career Education Project

South Padre Island, Texas

July 31, 1978

The major portion of these introductory remarks has been adapted from a document prepared earlier. The substantive content is repeated in this document for two important reasons:

- First, the need for an understanding, by all concerned, of the history of the involvement of CCSSO in career education efforts; and
- Second, the need for a high degree of continuity of CCSSO project efforts, especially in view of the change in project directorship.

For the above reasons, these prefatory remarks have been included in order to provide Committee members -- and through them individual Council members -- with information regarding the Council's long-term interest in and commitment to career education.

The Council's interest in career education was given visibility shortly after Sidney Marland, then U.S. Commissioner of Education, first used the phrase in a speech to the National Association of School Principals in Houston in 1971. During that year the Council went on record as endorsing the concept, and through a special task force created for the purpose, worked toward the development of a thorough understanding -- on the part of CSSO's as well as other educators -- of the concept and its potential.

In 1973 the Council was awarded a grant by USOE to study the concept of career education. The effort, titled "Career Education in the Public Schools: Goals, Mission, and Scope," was the first career education sponsored by the Council, and the findings (subsequently published under the title, Career Education: A Priority of the Chief State School Officers) enabled both CSSO's and other educators to better understand the concept and its potential benefits. It should be noted that information gained from this initial study served as a major portion of the basis for the historically significant statement on career education adopted by the Council on June 13, 1974. This statement was transmitted to Congress, and, according to several sources, was responsible for the retention of a section about career education in what was to become P.L. 93-380.

In 1974 the Council, with the endorsement of the Committee on Career Education, submitted a proposal for a study of "The Status and Progress of Career Education." This effort again pro-

vided Council members, as well as members of Congress and USOE officials, with considerable "new" information about what had really been happening with regard to career education throughout the nation. The study also provided a firm base for the CCSSO Position Statement on Career Education that was developed by the project, revised by the CCSSO Committee on Career Education, and adopted by the Council at its annual meeting in 1975.

During the years 1975-76 and 1976-77 the Council sponsored projects which dealt primarily with the development and maintenance of state leadership in career education. And while it would be an error to attribute every accomplishment to efforts of these projects, it can certainly be said that during the years of the projects, state leadership did emerge, and that it has continued to develop.

It was also during these years that a most effective communications network among State Coordinators was established. The network served to provide both State Coordinators and Chiefs with information about pending federal legislation, and it enabled Council staff to gather information basic to the development of position statements on the legislation. An excellent example is the position statement prepared for HR 7. (See appended material.)

Because of its continuing interest in and commitment to career education, the Council of Chief State School Officers developed and submitted a proposal for a special project, "Statewide Leadership in Implementing Career Education."

The proposal was among those recommended for funding, subject

to some modifications to the original proposal.

On August 20, 1977, the project, funded at $113,467 for a twelve-month period, became operational. This, of course, has been our current effort, and had the following mission:

> To develop effective state leadership for broadscale implementation of career education by communicating information necessary for implementation of the concept of career education to and among SEA personnel in leadership positions, by facilitating professional growth opportunities for such personnel, and by providing specialized technical assistance as needed for the implementation of career education.

The accomplishment of the mission or broad goal of the project was dependent on attainment of at least two objectives:

> I. To maintain, develop and further improve the system of communication that has been developed in order that essential information relating to career education might be more effectively communicated between and among the states and extra-state jurisdictions, federal agencies, and national organizations; and
>
> II. To develop and operate a delivery system that will provide professional growth opportunities for state directors/coordinators of career education in the already identified broad content areas of planning, needs assessment, evaluation, and implementation.

Project activities during the past year have been directed toward attainment of both objectives. The communications system has been effectively utilized, and has been improved upon. Similarly, there have been several staff development activities which have been effective.

The Council has developed and submitted a proposal for another career education project that has since been funded. The new project, titled "Career Education: Planning, Implementation,

and Evaluation" will become operational on August 20, 1978, and will end on August 19, 1979. A major thrust will be concerned with planning to implement provisions of P.L. 95-207, the Career Education Incentive Act.

* * *

The preceding is obviously a rather lengthy preface. Indeed, it is really more of a review of the Council's activities in career education over the past five years as well as a brief look ahead. It is hoped, however, that the information that has been presented will be of assistance in the deliberations and considerations of the Committee, especially in the future.

David L. Jesser
South Padre Island
July 31, 1978

Project Director's Report

During the current project year (August 20, 1977 - August 19, 1978), the career education project sponsored by CCSSO has been engaged in a variety of activities, all of which have been consistent with project goals and objectives.

In terms of the project objective dealing with communication, the project has continued to try to effect an even better mode(s) of communication than had previously existed.

The project has continued with the preparation and distribution (to CSSO's and State Coordinators) of the newsletter, News & Notes, and according to all reports that have been received, the coverage of newsworthy items (including legislative matters) has assisted both Chiefs and Coordinators in "keeping on top of things".

In a similar context, the use of the telephone "fan-out" system has kept State Coordinators aware of important developments and needs with regard to legislative matters. Again, from "feedback" that has been provided, the project apparently has been effective in this regard.

And still in a similar context, the Project Director has made appearances, and has participated, in several State or Regional Conferences on Career Education. In this way has it been possible to discuss career education with many people. During the current year such meetings have been with the Nevada EBCE program, the Fort Wayne, Indiana School System, the Hawaii Department of Educa-

tion, the Kentucky State Department of Education, the Illinois Career Education Conference, the Mississippi Career Education Conference, the Montana State Conference on Career Education, meetings of State Planning Project Directors, the McGraw-Hill Book Company, and the California Industry-Education Councils.

In addition to participation in conferences such as described above, the project has been actively cooperating and collaborating (for purposes of communication as well as staff development) with several national educational organizations, including the Educational Commission of the States, the American Association of School Administrators, the National Association of State Boards of Education, and the National School Boards Association.

Both types of involvement -- i.e., participation in conferences and collaborative cooperation, have served to demonstrate, enhance, and strengthen the position of the Council with regard to career education.

With staff development being a second major objective of the project, several activities have been in this context. Toward this end, materials have been prepared and distributed, including:

Managing and Evaluating Career Education (McCaslin/Adams)

Identifying and Utilizing Resources for Implementation of Career Education (Jesser)

Planning and Change: Essential Considerations and Fundamental Relationships (Jesser)

In addition to materials development, there have been telephone conference calls concerned with areas of staff development, and a full-scale work conference was held in Windsor Locks, CT, in

April, 1978. A "process evaluation" report of the conference is appended.

Again, from all indications, the materials, conference calls, and conferences have all been effective in facilitating the work of State Coordinators.

As the Council is aware, the efforts and successes of the Council-sponsored career education project have been dependent on the support of the Committee on Career Education. Obviously, there needs to be similar support in the future. This, then, should be one recommendation of the Committee to the Council.

* * *

As the members of the Committee are aware, Dave Jesser, director of the current career education project, will be leaving the Council staff on August 18, 1978. Replacing Dave will be Walter Faulkner, who has been State Coordinator in Vermont for the past five years.

* * *

The matter of appropriations for P.L. 95-207 continues to be a concern of CSSO's and State Coordinators alike. The entire process has been slowed by the emergence of various other issues, but it appears that things may open up soon. The attached memorandum from Dave Jesser and John Adams will serve to provide Committee members with the most up-to-date information. The Committee may wish to circulate this information among the Council membership.

State Leadership in Implementing Career Education

A Special Report

To The

Career Education Committee

of the

Council of Chief State School Officers

David L. Jesser

Chicago, Illinois

November 13, 1977

INTRODUCTION

This report, as with others prepared for the consideration of the Committee on Career Education at the Annual CCSSO meeting, really encompasses activities conducted in two separate projects during two project years. At the same time the activities described or alluded to in the report have resulted in large measure from the recommendations and suggestions of two CCSSO Committees on Career Education: the current one (1977) and the previous one (1976). Membership of these two Committees is noted below:

1977 Committee On Career Education

Marlin L. Brockette, Texas, Chairperson
W. E. Campbell, Virginia
A. W. Ford, Arkansas
Calvin M. Frazier, Colorado
John R. Gamble, Nevada
James B. Graham, Kentucky
Wayne Teague, Alabama
Robert A. Withey, Vermont

1976 Committee on Career Education

Robert A. Withey, Vermont, Chairperson
Anne Campbell, Nebraska
Sam Ingram, Tennessee
Louis Michot, Louisiana
H. Sawin Millett, Jr., Maine
Newell J. Paire, New Hampshire

With the above in mind, this report actually consists of two major parts. First, reflecting activities of the project that terminated on June 30, 1977, is an abstract of the final report for that project. [The Abstract immediately follows this introductory section.]

The second portion of this report, identified by a colored sheet, deals with activities and happenings which have occurred during the present project, which began on August 20, 1977.

Because many of these activities and happenings have serious implications for career education in general and for the CCSSO involvement, a series of recommendations form the concluding section of this report. It is hoped that the Committee will be able to consider the recommendations, and, where deemed appropriate, to pass them along to the Council for its approval or other action.

- G007604390 -

MAINTAINING EFFECTIVE STATE LEADERSHIP

IN

CAREER EDUCATION

Abstract of the

Final Project Performance Report

Prepared by

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September, 1977

The report described in this Abstract rather obviously deals with various aspects and activities of the OCE Career Education Project, "Maintaining Effective State Leadership in Career Education" (G007604390). The project was funded, for a period of one year (July 1, 1976 - June 30, 1977) under provisions of 45 CFR 160d.5 and 160d.11, in the amount of $89,880.

The report itself actually begins with a rationale statement, as it were, for the "maintenance of effective state leadership in career education." Because this statement, in the opinion of the author, is of paramount importance, it is included in its entirety here.

MAJOR ACTIVITIES

As the title of this report implies, a primary emphasis of the project that is described was intended to be--and has been--that of maintaining effective state leadership in career education. This emphasis is clearly evident within each of the two statements of objectives that were contained in the project proposal:

1. To maintain, develop, and further improve the system of communication that has been created in order that essential information relating to career education might be more effectively communicated between and among the states and extra-state jurisdictions and federal agencies, and national organizations.

2. To develop and operate a delivery system that will provide professional growth opportunities for state directors/coordinators of career education in the already identified broad content areas of planning, needs assessment, evaluation, and implementation.

There should indeed be no quarrel with the notion that state leadership in career education does in fact exist. It has existed, in ever-increasing degrees, since the concept was introduced to American educators by Marland. The effectiveness of such leadership is best documented by just a few salient facts:

- In 1968, only one state education agency was able to identify a staff person who was responsible for something closely resembling the concept of Career Education. On the other hand, in 1977 every state and extra-state jurisdiction has within the state or territorial education agency a staff person responsible for planning, and eventually implementing, the concept of Career Education. [This expansion, in all probability, would not have taken place without effective leadership.]

- In 1968 no state legislation relating to Career Education existed. In 1977 fourteen states had such legislation. [Again, without effective state leadership in career education, it is doubtful that state legislation would have been enacted.]

- The growth--the adoption or adaptation--of an innovative concept in American education is typically slow in taking place. In a very (relatively speaking) short time, the concept of Career Education has been accepted and (at least partially) implemented in from one-third to one-half of the nation's school systems. [Effective state leadership was in no small measure responsible.]

- Some eight thousand people participated in the first (and only) National Conference on Career Education. (Houston. November, 1976.) Virtually every state and extra-state jurisdiction was represented--by education, the professional industry, labor, and legislative people. [State leadership again was largely responsible for involvement of this magnitude.]

- Major federal legislation dealing with Career Education has been introduced (S.1328) and passed (H.R.7). [State leadership in Career Education, on the part of Chief State School Officers, State Directors, and others has played a major role in obtaining and maintaining support for such legislation.]

- Position statements dealing with (1) the concept of Career Education and (2) proposed legislation have been developed by the Council of Chief State School Officers. [State leaders--Directors/Coordinators--have been the primary group responsible for the content of these statements.]

- Chief State School Officers and State Directors/Coordinators have been specifically invited to present testimony at every one of the Public Hearings that have been held with regard to major Career Education legislation, and many of the changes that have been recommended have been incorporated in the revised legislation.

It would be possible to cite numerous other examples of ways in which State Leadership in Career Education has been demonstrated during the past several years. The examples that have been used, however, should be sufficient to reflect on the existence, and effectiveness, of state leadership.

As noted at the outset, the above statement was used for the purpose of providing a rationale for all of the activities of the project. These (the activities) are described in the remainder of the report, and include:

Activities of the CCSSO Committee on Career Education

The activities of this important group (which is made up of eight CSSOs) were made up primarily of meetings (3) and communications relating to proposed or pending legislation. As a result of its activities, the Committee has been able to provide guidance and advice to the entire project, and at the same time has been able to provide Council membership with essential information about the project, its purposes, and its role in the overall career education thrust.

Activities of the Communications Task Force

During the project period, this group (composed of six State Coordinators) met on several occasions to review, evaluate, and recommend modifications to the several components of the project's communications network. These included:

- Career Education News & Notes

  An irregular newsletter prepared for and distributed to Chief State School Officers and State Coordinators. Topics dealt with:

  - Legislation
  - National Career Education Conference
  - Special Announcements About Federal Register Items
  - Publications of Interest
  - OE Activities

- Special Memoranda and Bulletins

  Because of the need to keep both Chiefs and Coordinators fully informed about legislative developments, numerous "special" bulletins and reports about H.R.7 and S.1328 were prepared and distributed.

- Telephone "Fan-out" System

  Again, primarily with regard to legislative developments, there were times when it was imperative that all states be contacted, and that needed information was provided, in as quick a time as possible. This was accomplished through the "fan-out" system that was

used. Using this mode of communication, the project director would call each of the six State Coordinators on the Communications Task Force, and these in turn would then contact State Coordinators in their area.

Activities Relating to Staff Development

As a part of the staff development effort, a comprehensive document, Needs Assessment and Career Education: An Approach for the States, was prepared by Dr. N. L. McCaslin and Ms. Janice Lave, both of the Center for Vocational Education. The document was distributed to Chiefs and State Coordinators.

Another major staff development effort was directed toward helping State Coordinators develop a better understanding of the legislative process. After considerable planning, a "training session" was held in San Francisco, using prepared materials as well as the services of a professional lobbyist.

A third activity in this area was a training session on "Implementation" that was held in Columbus, Ohio.

Each of the staff development efforts, according to evaluative measures, accomplished the objectives to a fairly high degree.

Activities Relating to Evaluation

Throughout the project period various evaluative techniques were employed. Dr. N. L. McCaslin developed needed instruments and conducted the evaluations.

Evaluations were made of the project in general, of the newsletter, and of the staff development activities. In every

case, the results indicated a high degree of satisfaction/ success/improvement.

Appended Materials

The report, in addition to subjects discussed above, contains a rather comprehensive collection of documents, all relating to activities that were carried out.

State Leadership in Implementing Career Education

As the title of this section (and of the current project) implies, most of the activities planned for the current CCSSO project in career education relate to preparing to implement career education. Events, happenings, and activities of recent days and months would suggest that the current project, together with its focus, is indeed on target. Some observations follow:

State Plans

At the present time, virtually every state and extra-state jurisdiction is in the process of developing a State Plan for Career Education. These have been funded under provisions of Section 406f of P.L.93-380, and as such have been separate, in a technical sense, from CCSSO project endeavors. At the same time, it should be noted that there has been an extremely close relationship between project goals and activities and state planning endeavors.

State Plans for Career Education, under the law, are to be completed by June 30, 1978, and should provide each state or extra-state jurisdiction with guidelines for implementation of career education. Of equal significance, however, is the fact that the State Plans will also serve to fulfill the initial requirement for federal funds which might be available as the result of pending legislation.

The current project (as well as the previous one) has provided in-service or staff development activities designed to assist state coordinators in the development of the plans. And the project director, during both years, has provided technical assistance on a requested and as needed basis.

Legislation

As every member of the Committee is aware, there has been much activity dealing with legislation relating to career education. Again, this has not been limited to either the current project or the current year.

Some members of the present Committee will recall perhaps the first direct involvement of the Council in career education legislation which was, of course, adoption of a statement on June 13, 1974. This initial statement, according to reputable sources, was almost totally responsible for the retention and inclusion of a career education section in what became P.L.93-380.

Since that time (June 13, 1977) the several Committees on Career Education have all played key roles in matters concerned with career education legislation. Testimony has been presented in support of legislations; changes and or modifications have been suggested; and legislators have been contacted.

Throughout this time, the project has had as a prime goal the communication of information about career education--including legislative information--to both chief state school officers as well as to state coordinators.

The various actions and activities of all concerned have played most important roles in moving legislation to where it is today.

As reported in a recent newsletter from the project office (a copy of which is included in Committee members' packets), Congress will no doubt enact a Career Education Bill in the very near future. And, there seems to be a very good possibility that, when such a Bill is sent to him, President Carter will sign it into law. If and when this happens, it will mark the successful completion of a journey which, for the Council, began on June 13, 1974. In reality, however, it will signal the completion of only one of two important processes, for the legislation will be only of an authorizing nature. It will authorize certain funds to be appropriated for certain purposes. But the funds, in another complex process, will have to be appropriated.

To help state coordinators understand the appropriations process better, and to acquaint them with the people in both the House and Senate who are responsible, the project, in cooperation with John Adams, has prepared and distributed a schematic "flow chart." [A copy has been included in each packet.] It is hoped that, as movements toward appropriations are made, the "flow chart" will be of value.

With regard to the legislation, there are two important considerations for the Committee: First, it seems imperative that the Council support inclusion of the necessary funds in the FY79 Appropriations. This, of course, would mean that Council activities, as well as those of the Federal Legislative Liaison

Representatives, include a strong focus on the appropriations for career education. [It is important to note that in terms of maximum appropriations, we are talking in terms of $50 million for FY 79 and $100 million for FY80.]

A second important consideration for the Committee would seem to be that of encouraging all chiefs to support activities in their own states that would facilitate adoption of the necessary appropriations. State Legislative Representatives, State Coordinators, and State Advisory Council members would all seem to be excellent resources for this purpose.

Other Project Activities (Current)

As has already been noted, the current project did not become effective until August 20, 1977. It will be remembered, however, that the current project, in the proposal document, was written in terms of a July 1, 1977 start-up date.

The delay in getting things started has caused some problems, including those related to both Committee and Task Force activities.

Committee on Career Education. In terms of Committee activities, the delay has precluded a review of the project plans until now. [This would have taken place at the July meeting, if things had proceeded according to the original plans.]

A copy of the management plan for the project has been included in each packet, and it would greatly facilitate project operations if those points relating to the Committee could be reviewed. These relate primarily to the continuation of the two

existing task forces, to the possible creation of a third task force, and to future meeting dates for the Committee. [The dates of future meetings may present a problem, because any such meeting will probably be with a "new" committee. It is hoped, however, that tentative dates might be set.]

Task Force Activities. As the project management plan suggests, several task force activities have been scheduled. Some have already taken place, while others are still in the planning stage. These will be discussed in later paragraphs. But first, a word about the make-up of the existing task forces.

One of the two groups which have been formed in order to facilitate attainment of project goals is the Communications Task Force. Originally there were six members, but with a change in personnel, the number has dropped to five. These are Walter Faulkner, VT; Margaret Ferqueron, FL; Jack Ford, OH; Emil Mackey, AR; and Donna Martin, IL.

The Communications Task Force just finished meeting in Los Angeles (November 3-4) and the groups requested that one of its members make a report to the Committee about the meeting. Accordingly Mrs. Donna K. Martin, State Coordinator for our host state, Illinois, would like permission to make a brief report.

The CTF did make several recommendations concerning possible ways of increasing both the effectiveness and efficiency of our communications system. The recommendations will be considered, and, if feasible, implemented.

The CTF also addressed some of the problems that several states have encountered in their state planning--and implementation--efforts, as well as in working with and through the Office of Career Education. In this regard, it is hoped that as a new Committee is formed, it will be possible for the group to meet early on with Ken Hoyt. Such a meeting would do much to at least alleviate some of the concerns that undoubtedly will be related by Ms. Martin.

A second task force, also concerned with facilitating attainment of project goals, is the Staff Development Task Force. This group has eight members:

Anita Barber, AL
E. Niel Carey, MD
Saul Dulberg, CT
Lynn Jensen, UT
Phyllis Paul, MN
Paul Peters, CA
Walter Rambo, TX
Jeanne Werschke, CO

The SDTF has also just completed its first meeting of the year, and a full report will be forthcoming. Briefly, however, the group considered the results of a survey of needs of state coordinators, and determined that efforts should be made to provide staff development training sessions in two main areas: Planning/Evaluation and Program Management. Accordingly, the Task Force is beginning to formulate plans for a two-day training session during the latter part of February or the early part of March. Feedback is now being sought concerning locations. Again, more will be reported later. [A letter from Paul Peters, CA, comments about the SDTF. A copy is included in the packet.]

A third task force, which has not yet been actually created, is one which is designed to identify needs of new state

coordinators, and to make recommendations regarding ways of meeting those needs. This group would be known as the Technical Assistance Task Force.

As indicated, the group has not yet been formally established, but several names have been suggested:

Nancy Harris, IN
Jenne Garvey, NB
Janelle Kirby, OK
Robert Martin, WV
Art Tartaglione, RI

Special meetings of this group (TATF) are not contemplated. Hopefully, however, it will be possible for the group to get together during other planned activities. Meanwhile, a series of telephone conference calls are planned.

RECOMMENDATIONS

As indicated in several portions of the report, there are some actions which, if taken by the Committee, would facilitate both project operations and also attainment of project goals. It is therefore respectfully requested that the Committee consider, and take action on, the following:

That

- The Council maintain its posture of active support for career education efforts;
- The Council submit a proposal for another year's career education project, and that such a proposal should be in the "communications" category;
- The Committee (either present or new one) meet with Ken Hoyt, OCE Director, to comment on and seek solutions to problems faced by state coordinators;
- The Committee approve the make-up of the two existing task forces, and approve the make-up of the new task force;
- The Committee work closely with the Committee on Legislation and the full Council membership in order to obtain an adequate and suitable appropriation; and
- The Committee endorse the SDTF plans for a two-day work conference.